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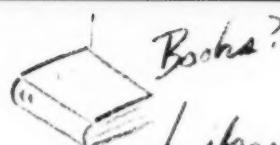
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Editorial Comment —

The Most— To Say the Least

By John Raymond,
Member AEA Editorial Board



We live in a world of superlatives. The physical world, itself, with all its wonders—when properly studied—is superlative enough. It is with the world of words, though, that we mean to speak, and surely this is a world of words. Scribbled, penned, typewritten, printed, bill-posted, chiseled, whispered, spoken, shouted, recorded, taped, even scratchily echoed from a spinning tube in space—the words are shaped and sounded.

The ad men have their own way with words—to the superlative degree. With them the world is filled with products and services which are the biggest, the best, the most beautiful. The superlative degree hardly being sufficient for these gentlemen, they have descended (only to rise again) to the comparative degree and evolved a new concept, a sort of unfinished, or trailing, comparison. In this conceptualism a new automobile model becomes more powerful, wider, lower, longer. One doesn't ever really learn what

the new car is longer than—last year's model, the rival make, all other automobiles, your garage, or a Shetland pony—but one vaguely feels that it's longer than the longest.

We teachers who co-exist with teenagers and their pre-teen imitators are daily involved with another mighty group of practitioners of the art of the superlative. They can be terribly positive, to be sure, and they handle the comparative, not only positively but superlatively, but it is with superlatives that they are, to use a common one, "the greatest." It's "the most" with them, not only with verbal expression, but with fads and fancies, joys and sorrows, failures and successes, loves and hates, sympathy and disdain. The saving feature of this tendency to extremes is the built-in pendulum. Although the swing may tend to giddiness, it's better than a permanent dizziness at the highest or an everlasting despair at the lowest.

About these young people and the world they are in, we hear many forebodings and some praise. On one side: ". . . the worst . . . the most depraved . . . the least this . . . the most dangerous that . . ." On the other side: ". . . the best . . . the brightest . . . the greatest hopes . . ."

Can we combine our two extremes, superlatively? Dickens did when he said, speaking of other times and other places: "It was the best of times, it was the worst of times . . ."

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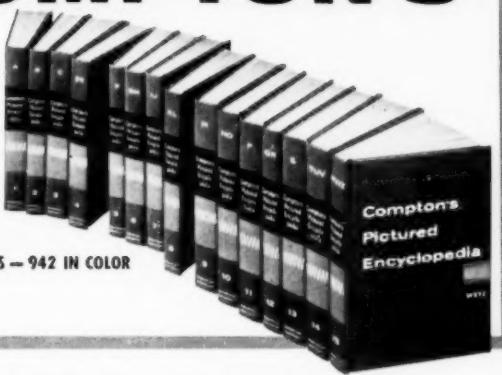


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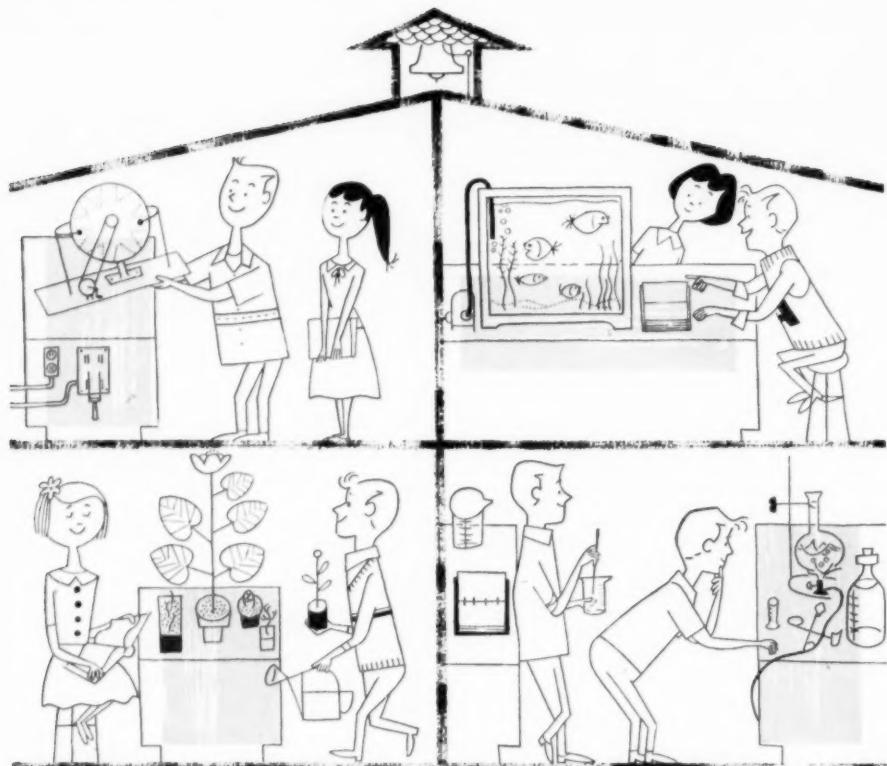
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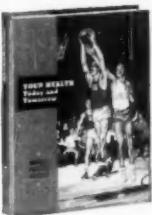
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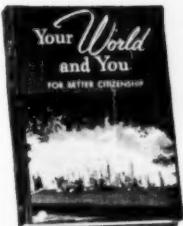
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Among Our Neighbors

*By JOSEPH N. SMELSER
Chairman of the A E A Editorial Board*

An age of unrest is something like a crucial contest. In each, feelings run high; reason, and respect for facts and rules wane; questionable tactics gain prestige; efforts are made to incapacitate the star player; loyalty is based on irrational partisanship.

When crucial events are not to our liking, the persons who hold the megaphones scream out the names of our corruptors, the shapers of evil days.

The name of John Dewey, the gentle son of a Vermont merchant, has come over the microphones many a time in our day. Like old Socrates, Dewey is held to be the chiefest corruptor of our youth. Let us, once again, examine a few of the crucial views of our neighbor, John Dewey. But before we do so, may we not be reminded that when a thing is weighed, we should first know the reputation of the weigher and the accuracy of the scales.

The current enemies of Dewey flail him with the claim that Progressive Education reduces the teacher to a mere classroom observer. What does Dewey say?

Guide and Director

"The teacher is a guide and a director; he steers the boat, but the energy that propels it must come from those who are learning. The more a teacher is aware of the past experiences of students, of their hopes, desires, chief interest, the better he will understand the forces at work, that need to be directed and utilized for the formation of reflective thinking." (from *How We Think*)

Of *fear* as a motivating force in human affairs, Dewey has this to say:

"Psychiatrists have discovered that one of the commonest causes of mental disturbance is an underlying *fear* of which one is not aware, but which leads to withdrawal from reality and to unwillingness to think things through. There is a social pathology which works powerfully against effective inquiry into social institutions and conditions." (from *The Public and Its Problems*)

Democratic Faith

Dewey's view of the *authoritarian way of life* follows closely his view of fear as a tool of social control:

"Every authoritarian and autoocratic scheme of social action rests on the belief that the needed intelligence is confined to a superior few, who because of inherent natural gifts are endowed with the ability and the *right* to control the conduct of others, that is laying down the principles and the rules and directing the ways in which they are carried out . . . The democratic faith in equality is the faith that each individual should have the chance and opportunity to contribute whatever he is capable of contributing." (from *The Public and Its Problems*)

In the same vein, Dewey speaks of inhibition and repression.

"Moral goodness is quite commonly divided off from interests which make life fuller, and is confined to a narrow set of aims which are prized too often because



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Adventure in Education—

*In the Land
of the Hopi*

*By Dr. William Podlich,
Professor of Education
Arizona State University*

"My encounter with the Hopi culture has been the *most* educational experience of my life", . . . "A wonderful and valuable experience", . . . "I heartily recommend such an opportunity be given all future classes", . . . "Fabulous", . . . "Outranks anything in my college career", . . . These phrases reflect the feelings of thirty-six College of Education students who this January completed their professional semester at Arizona State University. Registered in special sections of *Measurement and Evaluation in the Elementary School*, *Philosophy of Education and Directed Teaching*, this group of kindergarten-primary and elementary educational majors was the tenth to participate in an experimental arrangement intended to unite theory and practice in the teacher education program. This particular group prepared itself for a pre-directed teaching laboratory experience on the Hopi Indian reservation, carried out its service project there, evaluated that experience, spent ten weeks all day long in their student teaching assignments, and then used all those experiences as a frame of reference for their study of philosophy of education under the direction of Dr. Kent Pillsbury, who was jointly responsible with me for this project.

One of the highlights of the semester was the six day trip to five Hopi Agency

day schools near Keams Canyon, Arizona. The students spent a week getting ready for the trip. During that week they used material prepared for them by a part of last Spring's professional semester group, and read books about the Hopi from a previously developed bibliography. They also heard lectures by Mr. J. Lewis Monical, Assistant Area Director of Schools for the Bureau of Indian Affairs, Dr. Kenneth Stewart, of the Arizona State University Department of Sociology, Professor and Mrs. Ernest Hopkins of the College of Liberal Arts, Mrs. Mamie Sizemore, Classroom Specialist in Indian Education of the State Department of Public Instruction and Mrs. Allison Polacca, a Hopi. The students prepared their menus, bought their food, and gathered from their class notes and files materials they planned to use with the children.

Participation

Two students were assigned to each of eighteen Indian Bureau teachers at Polacca Day School, Shungopavi Day School, Toreva Day School, Hotevilla Day School and the elementary grades housed in Hopi High School at Oraibi. They spent four days observing, participating, teaching and conferring with their cooperating teachers, and performed professional and non-professional services according to

their abilities and the desires and needs of people with whom they worked. Afternoons and evenings were spent visiting homes of children, sight-seeing, and participating in varied activities. Some of these were the potluck dinner with agency officials, tribal council members, and Indian Bureau teachers, the community PTA sponsored movie, and the high school dance. The students slept either at Polacca Day School or at Hopi High School on air mattresses and bed rolls which they had brought with them. At both schools the students prepared their own breakfasts and suppers, either in the cafeteria or in the home economics room, and of course vacated their sleeping and dining quarters each morning before the pupils arrived.

Hopi Crafts

The young teachers-to-be visited trading posts where they found the pottery and Kachina dolls of the First Mesa, the coiled baskets of the Second Mesa and the wicker baskets of the Third Mesa. One hundred seven year old Chief Tewaquaptewa welcomed them to Old Oraibi, led them to his kiva and danced for them in this oldest continuously inhabited village of our country. They marveled at the fruiting peach trees, and gardens of melons, beans and squash responding to that hot, dry land to the hand care and agricultural art of the Hopi. They talked with Fred Kabotie who originated the new silver craft which combines ancient motifs with modern technique and design. They were guided on a tour of Keams Canyon by Mr. Herman E. O'Hara, Superintendent of the Hopi Agency, whose support and cooperation did so much to make the entire experience possible, and they were counseled, encouraged and complimented by Mr. Ernest E. Rice, Reservation Principal, and by Dr. Orpha McPherson, Edu-

cational Specialist from the Phoenix Area Office of the Bureau of Indian Affairs.

Even after the eight hour ride back to Tempe in the bus, one student could write, "The travel itself was indeed a good thing. I have lived in Arizona for 21 years and have never seen the country we visited. The majestic scenery has etched itself indelibly on my mind. I shall never forget the sunrises I witnessed."

Back on the campus the group faced and accomplished the tremendous task of cataloging and organizing the facts and impressions gained, and evaluating accomplishments in terms of the objectives which had been defined. They entered into their directed teaching assignments with new poise and confidence achieved through their work with the Indian children. Over half the students were able to use their firsthand knowledge of the Hopi in their directed teaching situations.

Later during their study of philosophy of education as they considered the influence of school on society, and the influence of culture on perception and values they cited examples which they had observed on the reservation.

Many people, including Dean G. D. McGrath of the College of Education, Paul W. Bramlet, Area Director of Schools

Turn to page 16

Manuel Martinez helping a Hopi High school boy in Oraibi, Arizona.



Adventure

(from page 15)

for the Bureau of Indian Affairs, and each individual participating student, contributed richness and quality to this experience; but to these contributors must also be added many unnamed others. As one student said, "No matter where we go, becoming friends with a new acquaintance is important. I feel that we have made

many friends. The Hopi welcomed us, treated us as guests and made us feel wanted in their land. To be among such friendly people can perhaps help us in our attitudes, not only about them but about ourselves. I think we should all be as friendly as these people were, for it would certainly benefit us."



Betty Bartl and Loretta Feehery playing with a class at Shungopavi School.

Among Our Neighbors

(from page 12)

they involve *inhibition and repression*. Experience shows that the effect of this attitude is to keep attention fixed upon the things which are thought to be evil. The mind becomes obsessed with guilt and how to avoid it. In consequence a sour and morose disposition is fostered. The generosity of mind which is rooted in faith in human nature is stifled . . . normally, discipline comes about as a fruit of steady devotion to ends that are of positive value." (This does not mean that

fear of authority is a source of such creative discipline.)

Dewey believes that nature is good. Do his critics believe that men by nature are evil? And that life is a struggle between the evil weak and the evil strong — in which power becomes the final and commanding virtue? The critics should try reading and understanding Dewey. But that may be the problem—maybe they do understand him! Dewey believed in democracy, in practice and theory. Possibly his critics do not agree, but recognize Dewey as a star player who should be incapacitated.

The Second Mile —

An Invitation to a Larger Life

*By John M. Friday, Chairman
AEA Ethics Committee*

To arrogate to oneself the function of a censor of other people's conduct, especially when one's own life is far from blameless, has a demoralizing influence on character. It breeds arrogance and a sense of superiority—the deadly enemies of humility and self-examination and the sworn foes of tolerance and kindly sympathy. Perversity of character is widespread too far to be confined to any small group of people: all groups provide examples of it. Although we must not be blind to the ethical faults of our profession—and the persons engaged in it—the Code of Ethics must not be considered the book of canon or law, nor even a catalog of sins. Those given the responsibility for interpretation of the Code must themselves admit to common, human weaknesses. Inability to realize our own weaknesses leads to an unsympathetic judgment of others.

Standards

The standard of the second mile for life and service in the profession is little understood and usually discounted. It is regarded as amiable and excellent, but practically impossible.

It is not impossible when understood as the Master meant it. To walk another mile with one who forces us to walk one is His way of telling us to care very little what anyone does to us so long as it gives us an opportunity to do something for them.

In treating this homely little simile, we are attempting to suggest that the first mile we are forced to travel in professional activity and conduct is determined by the requirements and limitations of the statutes setting forth the legal obligation to the public whom we serve, and the regulations of the contract which interprets those requirements in specific terms. The second mile, then, is the ethical conduct—the Code—which sets our course beyond the law and the contract.

Quid pro quo

There are those in the profession who would not ask nor attempt to be delivered from their legal obligation to fulfill the contract. They are willing to meet all terms and requirements. But once having met the letter and intent of the law, they consider their obligation ceases. This philosophy is based on a rigid sense of duty with no love for the profession involved. Quid pro quo. It takes account of little but deeds as legal requirement.

But the Code of Ethics goes beyond that point. It is almost a complete reversal of the former attitude in that it emphasizes the motives and inner spirit: The first mile is obedience to law, the second mile is an expression of devotion. All truly great educators have felt this.

The teacher who is concerned lest he do more than his share will never have more than his share of anything. This

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The President Summarizes

Some Unusual Events

By John M. Koerner

AEA President

To know of the activities, accomplishments, and frustrations of the AEA this year one must read all the committee reports in this volume as thoroughly as he would have his students read their assignments. This brief summary will review just a few unusual events. Many of the more substantial gains are detailed on other pages.

During the year these events made news.

A Resolution, a Proposal, and a Breach of Promise

The 1958 Delegate Assembly authorized the Association to confer with other groups interested in problems of financing schools and proceed with a campaign for the passage of equalization legislation.

A proposal by the Maricopa County Taxpayers Association, intriguing to some in its original oral form, proved disappointing in final draft and was unanimously rejected by your Executive Committee. Their proposal would have raised the sales tax, given a higher percentage of this revenue to Maricopa County, smaller percentage to welfare purposes, and little, if any, to schools. It would have imposed limitations on school boards and school budgets.

A Family Affair

The Arizona Congress of Parents and Teachers, the Arizona State School Board Association, the County School Superintendents, the Arizona Education Association, and other related groups formed the Arizona League for the Public Schools. It revised equalization bills formerly

sponsored by the AEA and became an action group in behalf of the new ALPS Minimum Essentials Bill. This coalition

John M. Koerner, World Geography and American Government teacher, North Phoenix High School, Phoenix, Arizona



on the state level has grown in power and prestige and could become a dynamic force for the accomplishment of its single purpose—the enactment of equalization legislation.

Community of Interests

Representatives Marion Donaldson, Winona Montgomery, and Janet Avis secured support for Minimum Essentials legislation from the diversity of interests allied in the Arizona Council for Education.

Regional Enterprise

The Association gave assistance and service to the new Salt River Valley CTA Newsletter as Professors Rover and Pillsbury circulated throughout the state their special election edition and special ALPS Minimum Essentials issue. These publications provided a valuable service to their colleagues, to all voters, and to the Arizona League for Public Schools.

Certification

In the heat of August and September, certification pressures mount. The State Board of Education is sometimes tempted, pressured, occasionally threatened. On

problem cases the full board has usually been receptive to suggestions from the AEA-TEPS Commission and the press. A recent headline states that the "Lid is Tighter on Teacher Certification." If this is so, the continuing research of the TEPS Commission is paying huge dividends to students, teachers, and taxpayers.

Record Numbers

The AEA Leaders Conference at Flagstaff drew a record attendance and a full house of gubernatorial candidates. Ours was one of the few groups honored by the attendance at one time of all four candidates, a tribute to the potential strength and influence of a united profession.

The conference was graced by a record number of NEA dignitaries, Dr. Richard B. Kennan, Dr. Edwin W. Davis, and Mr. Tom Erhard. The conferees returned home and won for the AEA-NEA-CTA team a record number of new members. AEA membership now exceeds 9,000.

McCartney, Cousins, and Collins

We went back to college—this time at Tempe—with Mrs. Helen McCartney and her committee for another outstanding AEA Convention. Although the acoustics left much to be desired, noted speakers made the program very worthwhile for those fortunate enough to sit in the "charmed circle."

It's the Law

A victory under the law was won by our probationary teachers in the Marana Case so ably handled by our General Counsel, Dix Price, the Defense Commission, the community, and the teachers. The State Supreme Court supported our contention that notice of dismissal of probationary teachers must be rendered in person, in writing before 12:00 p.m. March 15th.

Federal-State Legislation

From Senator Hayden and Representative Udall, the Federal Legislative Com-

mittee secured renewed support for federal assistance to education without federal controls as stipulated in the Murray-Metcalf and Udall Bills.

Your State Legislative Committee has been the sponsor of Public Lands, Retirement, and Textbook Bills as presented at the Fall Legislative Conference and the Winter Presidents Conference. It has also served in an advisory capacity to the ALPS Minimum Essentials effort. All of these bills are now at mid-passage excepting the lands bill which was spurned by all members of the majority block in the legislature.

Since last year's major primary election was fought over the vital issue of some bad checks written in California during the depression, and since the November General Election was waged over some personalities in Michigan, the voters were spared the ordeal of protracted consideration of petty issues like school aid or health and safety legislation. Now the legislature is again about to pass conflicting versions of unsatisfactory school legislation. House and Senate may agree to disagree. This might not be the worst that could happen for the program of ALPS. Public pressures may yet force enactment of proper Minimum Essentials legislation such as theirs.

Finis

In conclusion, I wish to express a word of great appreciation to every member, every committee member, every delegate, to each local president, to administrators, to members of the staff, the Executive Committee, Maria, Nell, Dix, and to my Dad and Alice for their assistance to me and their service to the AEA during this memorable year. It will be even more fun to be your past president. My special regards go to those retiring from the Executive Committee this spring and to those retiring from the profession this summer.



*Dix W. Price, AEA
Executive Secretary
and General Counsel*

As we look back over our shoulder, the first part of 1958-59 has been an intense and eventful experience for the AEA.

The organization and launching of Arizona League for Public Schools was perhaps the landmark of the year. In becoming a member of this league, the AEA has achieved an excellent working alliance with the other major organizations of the "education family" in Arizona. Its effectiveness is proven by the fact that thus far the entire limelight of the 24th legislature has been on Minimum Essentials. The ALPS Bill provided the framework for the House legislation; the influence of ALPS has done much to mold the proposals as they move in the legislature. Some features have been a disappointment to ALPS, but it has adopted a "watch and wait" vigilance concerning the final product. Regardless of the legislative results, minimum essentials is now a "household phrase" throughout Arizona. The program is inevitable.

The Executive Secretary's Report to the Membership

Other legislative developments — our AEA Retirement Bill (prior service credit increase) HB 39, is pending in the House; Public Land Retention Bill, HB 85, — same; and the Textbook Adoption measure, SB 83, has passed the Senate and showing signs of activity in the House.

In the first 8 months of my work as Executive Secretary of the AEA, I have attempted to "feel my way" amid a maze of strange problems. In legislative and legal matters I have had some confidence; in others, I find myself somewhat deficient and have leaned heavily on Nell Wilcoxen and others at the AEA Headquarters to lead the way. By direction of the Executive Committee I have concentrated my activities in the areas of legislative and legal matters, public relations, work with other groups, ALPS, and field trips to as many sections of the state as possible. To date I have spent time in visiting with teacher groups, administrators, civic and business leaders in nearly all sections of

the state. Visits to remaining areas are planned as soon as the legislative session is adjourned.

For the next part of this report, I have asked members of the AEA staff to report in their own words as to their part in the program of your association.

Nell Wilcoren, Assistant Executive Secretary:

When the Executive Committee directed Mr. Price to devote the major portion of his attention to legislation, legal matters, public relations and field service, it also directed me to assume the responsibilities of the other areas of AEA service and to seek Mr. Price's counsel on critical issues. This working relationship has been most satisfactory.

Of my numerous responsibilities, the one most needy of reporting here is that of your AEA Headquarters operation. Expanded services to the increasing membership (of which we are so very proud) has thrown a terrific load on your Headquarters office. In order to handle the work this year, it has been necessary to increase our original staff. We have added a stenographer, a clerk-typist and a machine operator. Our clerical family now numbers 10. Often times this increased staff has been "hard put" to get the needed information out to our more than 9,000 members and at times we have found it necessary to say "no" to some projects we know should have been serviced—but could not be.

As fast as the budget would permit we have added new machines to increase service and save manpower. However, the saturation point has been reached. At your Headquarters there is no more room for needed machines, no more desk space for extra help, no more rooms for added committees. As we look forward to a membership of from 9,500 to 10,000 next year, the problem of furnishing the necessary serv-

ice is overwhelming. An addition to the present Headquarters or the building of a new one seems a "must" if anything like efficiency of operation is to be achieved.

Old-fashioned business procedures continue to hamper the handling of our finances. All changes possible under the present AEA Constitution have been made to modernize procedures but they are not sufficient. The Constitution Revision Committee has suggested some revisions which, if adopted, will simplify the business transactions and provide additional safeguards for the handling of our AEA funds. Thanks to professionalism of Arizona's teachers, our problems are mainly problems of growth and we would have it no other way.

Pat Fratley, Group Plan Secretary:

Participation in the AEA Group Plan is increasing steadily due to the fact that AEA members are becoming more familiar with AEA insurance services. Particular mention should be made that the basic hospital and surgical plan covers mental disease and disorders and that this plan can be continued upon retirement. This fall an increased coverage, known as the Major Medical Plan, was activated. This coverage embraces a maternity benefit, as well as 80% of your expenses up to \$5000, after benefits are paid under the basic hospital and surgical plan and you have spent \$100 for medical expenses. It is available only through group qualification and we are anxious to explain this insurance to our members whenever meetings can be arranged for this purpose.

George Rathjen, Research Assistant:

With this year's major emphasis being placed upon the ALPS Minimum Essentials Bill, much of the AEA's Research effort has been devoted to supplying supporting data for us by ALPS spokesmen and legislative leaders. Local association

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Our Duty to Face

Reality of the Profession's Problems

*By C. A. Carson,
NEA Director for Arizona*

"American education is now beginning to stabilize following our adolescent reaction of defensiveness in the face of scientific competition with Russia," says our NEA President, Ruth Stout.

We can heartily agree with this statement as we must also accept the challenge that now we can settle down and take a forthright and objective look at what we have been doing and what we should be doing. It seems to me almost by instinctive action we humans defend the *satus quo* and this is particularly true of us as teachers.

Dr. Conant, in his report on his study of American high schools, has titled it "A Hard Look at Our High Schools." I believe it our duty to face the reality of the problems of our profession and of the schools and adopt the "hard look" attitude. We all have definite ideas as to the best method of solving our problems,

but unfortunately we cannot all have our way. There are certain fundamental policies on which, it seems to me, we cannot compromise but many of our problems do not fall into that category.

We are happy that approximately 90% of our teachers take this look at our professional organizations and realize the value they are to our profession and to the educational system of this country. We regret that more of our people do not take an active part in the work of the associations, giving constructive help in making them more effective. We are also happy that many Arizona teachers are working on improvement of the educational program in their respective schools. May we as individuals take that "hard look" at ourselves and see just where we stand in this day of crisis for American education.

Congratulations to all of you for again reaching our membership goal!



Southwest Teachers' Agency

P. O. BOX 4035 — 1303 CENTRAL, N.E.

Albuquerque, New Mexico

Teacher placements in Arizona, the entire West, Southwest and Alaska in Elementary, Secondary and Colleges.

MEMBER: National Association of Teachers Agencies

FREE REGISTRATION

Budget Adopted for 1958-1959

Cash on Hand, October 1, 1958 \$ 34,674.47

Anticipated Income

Membership Dues:

| | |
|-------------------------------------|---------------------|
| Arizona Education Association | 112,000.00 |
| Delinquent Pledges | 300.00 |
| AEA GrouPlan | 11,000.00 |
| Arizona Teacher | 3,400.00 |
| Convention | 4,250.00 |
| NEA Refund | 2,200.00 |
| Miscellaneous | 300.00 |
| TOTAL | \$133,450.00 |

Budgeted Expenses

I CAPITAL OUTLAY

| | |
|--|--------------------|
| 90-Capital Outlay | |
| 95-Office Equipment and Furniture | \$ 2,000.00 |
| 76-Building & Grounds Maintenance & Improvement | 400.00 |
| 98-Investments | \$ 5,000.00 |
| TOTAL CAPITAL OUTLAY | \$ 7,400.00 |

II OPERATING BUDGET

100-General Control

| | |
|---|---------------------|
| 101-Executive Committee | \$ 3,500.00 |
| 102-Travel: President & AEA Staff | 3,000.00 |
| 103-AEA Headquarters | 6,000.00 |
| 104-Telephone | 1,560.00 |
| 105-President's Expense | 100.00 |
| 107-NEA-AEA Enrolment Expense | 1,000.00 |
| 108-Treasurer's Expense | 50.00 |
| 109-Auditing | 1,000.00 |
| TOTAL | \$ 16,210.00 |

200-Personnel Services

| | |
|---|---------------------|
| 201-Executive Secretary | \$ 14,000.00 |
| 202-Assistant Executive Secretary | 9,000.00 |
| 203-Research Assistant | 5,400.00 |
| 204-Field Secretary | 4,000.00 |
| 205-Insurance Secretary | 5,760.00 |
| 206-Office Secretaries | 30,000.00 |
| 207-Janitor | 1,560.00 |
| TOTAL | \$ 69,720.00 |

300-Research

| | |
|--------------------------------|--------------------|
| 400-Field Service | \$ 2,500.00 |
|--------------------------------|--------------------|

500-GrouPlan

| | |
|---|--------------------|
| 501-Travel | |
| 502-Printed Supplies | |
| 503-Mailing | |
| 504-Equipment Purchase and Repair | |
| 505-Office Supplies | |
| 506-Services | |
| TOTAL | \$ 3,500.00 |

600-Office Maintenance

| | |
|--|--------------------|
| 601-Equipment & Furniture Repair | \$ 1,000.00 |
| 602-Janitorial Supplies | 100.00 |
| 603-Office Utilities | 1,200.00 |
| TOTAL | \$ 2,300.00 |

700-Fixed Charges

| | |
|--|--------------------|
| 701-Real Estate Taxes | \$ 700.00 |
| 702-Insurance and Surety Bonds | 1,000.00 |
| 703-Employer's Taxes and Contributions | 2,700.00 |
| 704-Dues | 350.00 |
| TOTAL | \$ 4,750.00 |

800-Departments, Local Associations and Allied Groups

| | |
|---|--------------------|
| 801-Department of Classroom Teachers | \$ 4,000.00 |
| 802-Department of School Administrators | 750.00 |
| 803-Unified Local Associations | 3,000.00 |
| 804-Allied Groups | 800.00 |
| TOTAL | \$ 8,550.00 |

900-Committees

| | |
|----------------------------|---------------------|
| 1000-Publications | |
| 1001-AEA Newsletter | \$ 4,000.00 |
| 1002-Arizona Teacher | 6,500.00 |
| 1003-Other | 1,500.00 |
| TOTAL | \$ 12,000.00 |

1100-Meetings

| | |
|---|---------------------|
| 1101-Delegate Assembly | \$ 5,750.00 |
| 1102-State Convention | 6,000.00 |
| 1103-Leaders Conference | 3,500.00 |
| 1104-Delegates to NEA Assembly | 3,200.00 |
| 1105-Presidents Conference | 700.00 |
| 1106-Special Legislative Meetings | 500.00 |
| 1107-Other Meetings | 500.00 |
| TOTAL | \$ 20,150.00 |

| | |
|--------------------------------------|---------------------|
| 1200-Public Relations | \$ 9,000.00 |
| 1300-AEA Scholarships | \$ 2,150.00 |
| TOTAL OPERATING EXPENSE | \$161,330.00 |

| | |
|----------------------------|---------------------|
| Capital Outlay & Operating | |
| GRAND TOTAL | \$168,730.00 |

RESOLUTIONS

AEA Convention

RESOLUTION: Be it resolved that the AEA plan and sponsor meetings at the convention on the kindergarten-primary level.

Be it further resolved that we request permission from the NEA to organize and affiliate with Kindergarten Primary Education Department of the NEA.

Resolution Submitted By: Margery Hammers, President, Crane Education Association

Legislation

RESOLUTION: Be it resolved that recognizing the fact that it is possible for an Arizona teacher to become disabled, and to reach a period when no income is available, that the AEA Retirement Committee study the problem and sponsor corrective legislation.

Effect of passage: (In your opinion) If a small pension were made available to disabled Arizona teachers, all teachers would feel greater security.

Effect of non-passage: (In your opinion) All disabled teachers stand unprotected in income after the fund available through State Employees Retirement Fund has become exhausted, until age 50 when Social Security becomes available.

Cost: (If any) This would be determined by the committee and the legislature.

Resolution Submitted By: Morenci Teachers Association

RESOLUTION: Be it resolved that the Arizona Education Association encourage an initiative measure to pass the minimum essentials legislation as proposed by the

Arizona League for Public Schools and to finance such a program by increasing the state sales tax by 50%, the increase in the sales tax to be earmarked for public schools.

Resolution Submitted By: Gilbert Classroom Teachers

RESOLUTION: Be it resolved that the Arizona Education Association favors amending the State Employees Retirement Act so that the best five years salary be used as a factor in determining retirement benefits.

Resolution Submitted By: Gilbert Classroom Teachers Association

RESOLUTION: Be it resolved that the Arizona Education Association favors a mandamus action against County Tax Assessors and the State Tax Commission to assess property according to the statutes of the State of Arizona.

Effect of passage: (In your opinion) It would place all property on the tax rolls at its true value.

Resolution Submitted By: Gilbert Classroom Teachers Association

RESOLUTION: Be it resolved that the AEA sponsor in the State Legislature a bill to establish a severance tax to be levied on all irreplaceable mineral resources removed from this State to be processed into consumer-ready products outside the state.

Effect of passage: (In your opinion) Good.

Cost: (If any) None

Resolution Submitted by: United Scottsdale Classroom Teachers Association

Public Relations

RESOLUTION: Be it resolved that the AEA Executive Committee be directed to hire or affiliate with an individual or agency whose sole purpose is to assume the responsibility of improving the communications between the public and the public education.

Effect of passage: (In your opinion) Good.

Cost: (If any) Estimate \$10,000 a year.

Resolution Submitted By: United Scottsdale Classroom Teachers Association.

Teacher Education and Professional Standards

RESOLUTION: Be it resolved that in view of the fact that last year the TEPS Commission offered a resolution regarding merit rating, we feel that continuity should be established and refer this matter back to you.

The Professional Policies Committee has studied several such plans including the Utah and New York Merit Rating Study. Due to the inconclusive findings we feel that we have no further statement to make on this subject.

Resolution Submitted By: Professional Policies Committee

Miscellaneous

RESOLUTION: Be it resolved that the AEA appoint a committee to study the problem of teachers who, through illness or other serious circumstances, have fallen into need. And further, that the committee investigate the possibility of establishing a fund for the relief of such teachers.

Be it further resolved that the committee investigate the feasibility of a retirement home for elderly teachers in Arizona.

Resolution Submitted By: Margery Ham-

March, 1959

mers, President, Crane Education Association.

RESOLUTION: Be it resolved that the Classroom Teachers Association of the Maricopa County Accommodation Schools be given representation on the Mental Health Committee of the Arizona Education Association or any other committees appropriate for our group, as suggested by Mr. Dix Price, Executive Secretary of AEA, at our September meeting.

Effect of Passage: (In your opinion) Since all the teachers in Maricopa County Accommodation program are working in special education, it seems appropriate that they should be represented in this group which is dealing with problems in a related field.

Effect of non-passage: (In your opinion) Lack of coordination of groups working toward similar goal and lack of sharing of information on related problems.

Cost: (If any) None.

Resolution Submitted by: Maricopa County Accommodation Schools CTA.

RESOLUTION: Be it resolved that the Executive Committee direct the Executive Secretary of the Arizona Education Association to immediately establish a file with the following information as well as any other information that the Executive Board might deem necessary; so that pertinent information will be immediately available at the request of any AEA members.

1. A short history of the AEA—date of organization, other organizational affiliations, membership growth, etc.

2. Information on any legislation affecting AEA members, introduced or pending introduction in the State Legislature or the Congress of the United States. Such

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Delegates To AEA Annual Meeting

Phoenix College, April 10-11

Apache County

Barcalo, Joe
Fatica, Michael
Mangum, Kay (Miss)
Nobles, Barney
Wagner, Don
Young, Dora (Miss)

Cochise County

Baker, Sarah E. (Miss)
Brenden, James
Brown, Archie
Bruner, Fred L. Jr.
DeRosier, Sue (Mrs.)
Doss, Elsie (Mrs.)
Dunn, Charles
Grant, Margaret (Miss)
Griffiths, H. W.
Mellenbruch, Gladys (Mrs.)
Miller, Jack
Pettus, Louise (Miss)
Power, Ida (Mrs.)
Upton, Virginia (Mrs.)
Waller, Henry
Warren, H. B.

Coconino County

Amberg, Wilma (Mrs.)
Barney, Norma (Mrs.)
Davern, Francis E.
Ebert, Barbara (Miss)
Hensley, Janet (Mrs.)
Hodges, Walter
Howe, Henry
Lewis, William
Lopez, Louisa (Miss)
Osterberg, Charles
Pouquette, Marjorie (Mrs.)
Ross, Sandra (Miss)
Sanders, James
Wallace, Jack
Weitzel, Helen (Mrs.)

Gila County

Bates, Josephine (Miss)
Forsythe, Warren
Groves, Robert
Hayne, Frank
Loughran, Edward
Miller, N. Elwood
Osborn, Blanche (Miss)
Yager, Edna A. (Mrs.)

Graham County

Kimball, Gordon C.
Robinson, Allen
Saline, LeRoy

Greenlee County

Hallahan, Leo
McGough, Byron
Meacham, John
Olney, Donna (Mrs.)
Pfeifer, Edward
Van Gundy, Nathalie (Mrs.)
Watt, Roberta (Miss)

Maricopa County

Adams, Miss Ruth
Alderman, Mrs. Thelma
Allen, Mrs. Rita
Alldredge, Miles
Anderson, Frank
Anderson Jack R.
Anderson, Miss Milrae E.
Anger, Ken
Ashcraft, G. R.
Bailey, Mrs. Vira
Barrows, Miss Juanita
Basinger, Miss Barbara
Baumann, Dr. Victor H.
Bayless, Earl
Beals, Kenneth
Bell, Charles
Bell, Mrs. Margaret
Benner, Charles
Bennett, Floyd
Bennett, Mrs. Mildred
Bennett, Mrs. Thelma
Bock, Miss Gretchen
Bok, Robert
Box, Frank
Boyer, Richard
Breckerbaumer, Mrs. Bessie
Burch, Lewis
Byrn, David
Carico, Robert
Carter, James
Carter, William
Chamberlain, Mr. Dell
Clark, J. J.
Clark, Lawrence
Clark, Mrs. Mildred
Cleckner, James E.
Cooley, Robert M.
Conniff, John
Cosper, Edward
Coursen, Don M.
Cunningham, Miss Mary E.
Curlee, Miss Ruth
Dad, Raymond
Dale, Dr. Kenneth
Davis, Raymond
Day, J. Marlow
Dimond, Ray A., Jr.
Dixon, Ralph
Domini, Primo
Donelson, Mrs. Daisy
Doty, Ned
Downs, Miss Marilyn
Dumont, George
Dunham, Lance
Dunn, Leon
Dunn, LeRoy
Farnsworth, Ross
Fatica, Donald M.
Feehey, Mr. Francis
Felton, Elmer
Flores, Ernest
Ford, Rupert
Foucar, K. Allen

Maricopa (Cont'd)

Fouty, Perry
Fowler, Mrs. Elizabeth
Freye, Miss Harriet
Garcia, Ernest
Golden, Donald A.
Gooch, Perry
Grantham, James R.
Gray, H. B.
Greaves, William
Grosbach, Mrs. Ruth
Gruber, Mrs. Marjorie J.
Gustoff, Miss Flora
Hall, Miss Mildred
Hall, Dr. William F.
Hanna, Frank
Harris, Miss Katherine
Hatch, Merrill
Henson, Harold
Herzberg, Edward
Heuser, Robert
Hiller, Len
Hoover, Virgil
Horwitz, Bernard
Howe, Mrs. Winifred
Huber, Mrs. Ida
Hunter, Miss Jane
Hutchings, Arthur
James, Mrs. Winnie
Jenkins, William C.
Jewett, Miss Mabel
Johnson, Clarence
Johnson, William
Johnson, W. Julius
Jones, Miss Glenna
Jones, Griffith
Jones, Mrs. Virginia
Kellis, Robert
Kennedy, Miss Jean
Kilpatrick, Miss Anna
King, Mrs. Olive
Kirsch, Herman E.
Kish, Walter
Kramer, Mrs. Rea
Laird, Miss Mary
Lane, Charles
Le Baron, Mrs. Wanda
Lee, Henry
Lind, Hugh
Lipinski, Aaron
Lisbonbee, Galen
Lively, J. P.
Lowrie, Mrs. Eleanor
Luenow, Mrs. Barbara
Lumley, Donald
Lynch, John
McCartney, Mrs. Helen
McCauley, John
McCoy, Charles
McCreight, Mrs. Mabel
McKean, Mrs. Lena
Malinski, Robert
Mangino, Paul
Mason, William

Maricopa (Cont'd)

Melton, Mrs. Martha
 Middleton, James
 Mills, Dr. Donald
 Mills, Gilbert
 Moffatt, Mrs. Helen
 Montgomery, Miss Winona
 Morris, Miss Lee
 Murphy, Miss Anna Mae
 Murphy, Miss Betty
 Myers, Mrs. Mildred
 Nortman, Richard
 O'Brien, Miss Mary Ellen
 Ong, Miss Rose
 Orth, Carl
 Palmer, Edward Y.
 Peoples, Miss Esther
 Perry, James T.
 Perry, Mrs. Virginia
 Phillips, Mrs. Agnes
 Phillips, Robert B.
 Plew, Miss Bette
 Podlich, Dr. William F.
 Poling, Mrs. Norma
 Price, Miss Eula
 Radich, John K.
 Ragsdale, Worthy W.
 Ramsey, Mrs. Alice
 Rasbury, Mrs. Jewell M.
 Raymond, Mrs. Minnie
 Raymond, William
 Ritchie, Mrs. Reah Belle
 Rosloff, Reuben
 Rupp, Mrs. Louise
 Russell, Jack
 Russell, Ralph
 Sain, Miss Wilma
 Sanford, Melvin
 Sawaia, Miss Josephine
 Saxton, Lewis H.
 Schaumberg, Mrs. Darlene
 Schoolland, Mrs. Lucille
 Schweikart, Herman
 Sellers, Emerson
 Sennette, Leo
 Sharp, Mrs. Dorothy
 Snaw, Mrs. Clare
 Shelby, Clark
 Shepherd, Rulon T.
 Simpson, Robert E.
 Smith, Howard
 Squibb, John
 Stansell, William
 Stapley, Del
 Staples, Arden
 Sterner, Grant
 Stevens, Miss Wilma
 Stimmel, Marion
 Tameron, Mrs. Pat
 Thompson, William
 Tolman, Jaren
 Townzen, Thomas L.
 Traw, Sim J.
 Trethewey, James
 Tudor, Joel T.
 Vance, Doug
 Van Hook, Mrs. Vera
 Vineyard, Sam
 Viscogliosi, Tom
 Waggoner, J. J.

Maricopa (Cont'd)

Walker, Murray
 Walters, Mrs. Frances W.
 Warren, Mrs. Ola Mae
 Watterson, Mrs. Lois
 White, Clifford
 White, Herbert
 White, John
 White, Robert
 Whitehead, Miss Ruby
 Wilburn, Mrs. Zenobia
 Wilkins, Max
 Willey, W. E.
 Wilson, Mrs. Claire
 Wingfield, H. V.
 Wolke, R.
 Woolfolk, Miss Phyllis
 Zeller, John O.
Mohave County
 Dahlen, Francis A.
 Freeman, James C.
 Hatch, E. K.
 Heywood, Jared
 Martin, Forest R.
 McDaniel, James D.
 Perkins, David
 Strack, Christine (Mrs.)
 Whipple, Charles C.
 Wilson, Mike
Pima County
 Abram, Viola (Mrs.)
 Agte, Milton
 Anderson, Curtiss
 Andres, Margaret (Mrs.)
 Barker, Anita (Miss)
 Barr, H. D.
 Bazzetta, George
 Beers, Viola (Mrs.)
 Black, Ethel C. (Mrs.)
 Blecha, Dr. Milo K.
 Bragg, Roy
 Bramley, Phillip
 Brewer, Dorothy (Miss)
 Brooks, Elbert
 Brumbaugh, Emma (Mrs.)
 Brown, Elizabeth (Mrs.)
 Burrows, Herb
 Campbell, Maynard
 Carrier, Elmer
 Carrillo, Gilbert
 Case, Vera (Mrs.)
 Cawley, Dennis
 Chidester, Otis
 Copeland, James
 Dayton, Mona (Mrs.)
 Dawson, Sidney
 DeLuca, Harry
 Disbrow, Wanita (Mrs.)
 Dixon, Joan (Mrs.)
 Donaldson, Marion
 Dunipace, Esther (Mrs.)
 Evans, Richard G.
 Fimbres, Ernest
 Foster, Mary (Miss)
 Frampton, Mildred (Mrs.)
 Frans, Iola (Mrs.)
 Frazer, Dorothy (Mrs.)

Pima (Cont'd)

Geyer, Miriam (Miss)
 Gladen, Frank
 Gomez, Raul
 Hansen, Jean (Miss)
 Harmon, Norma (Miss)
 Harris, Dick
 Hendrix, Wm. F.
 Hill, Iantha (Mrs.)
 Hill, Kenneth
 Houck, Gerald
 Houghton, Leo C.
 Houston, Maude (Mrs.)
 Hunt, Irvin
 Jennings, Beatrice (Miss)
 Jimerson, Katherine (Mrs.)
 Kavanaugh, Chloe (Mrs.)
 Kemmeries, William
 Kramer, Cliff
 Kyle, John
 Lax, Jack
 Leahy, Lois (Miss)
 Lee, Thomas (Dr.)
 Luppe, Elizabeth (Mrs.)
 Lyons, Edith (Mrs.)
 Manciet, Maura (Miss)
 Marshall, Gertrude (Mrs.)
 McGee, Fred
 Middleton, James
 Muir, Elizabeth (Mrs.)
 Murphy, E. L.
 Ojeda, Ida (Miss)
 Oyama, Henry
 Parks, Chester
 Pasquale, Marguerite (Miss)
 Prentiss, Leslie
 Ransom, Harry B.
 Rasmussen, Vera (Mrs.)
 Reinhardt, Lillian (Mrs.)
 Reynolds, Florence (Miss)
 Riley, Barbara (Mrs.)
 Robinson, Margaret (Mrs.)
 Roda, Anthony
 Schroeder, Dillard
 Scott, Douglas
 Shufelt, Velra (Mrs.)
 Spaulding, Harry
 Trygg, Harry
 Upham, Muriel (Miss)
 Wade, Laura (Miss)
 Wagner, Gertrude (Miss)
 Wayte, Harold C.
 Weaver, Marjorie (Mrs.)
 Webb, Ray
 Wingate, Kenneth
 Wright, Marian (Mrs.)
Pinal County
 BeDillon, Lee
 Campbell, Paul C.
 Dickey, Julia (Mrs.)
 Dugan, Roberta (Mrs.)
 Englemann, Carl W.
 Gibson, Dale
 Grandstaff, Cecil W.
 Hindman, John
 Johnson, Margaret (Mrs.)
 McCray, Hortense (Miss)
 Plunkett, Robert L.
 Rasmussen, Hodge
 Rodgers, Gale
(Cont'd on page 56)

For President



Maria L. Urquides
Tucson

Present School Position: Teacher-counselor Pueblo H. S., Tucson (English) 3 years.

Other Positions: Primary Lehr., Tucson, Social Service Worker (6 yrs.)

AEA-NEA Member: 30 yrs.

Life Member: Yes.

Education: Grad. of Tempe State Teachers College, B.A. and M.A.—University of Arizona; Graduate work—University of California.

Prof. Activities: Local offices: Pres., Treas.; Chrm. of Local Com.: New Lehr. Orientation, Lehr. Recruitment Show, Leg.; Com. Mbr.; Business-Ed. Day, Prof. Growth, Salary, Prof. Adv. Bd.; Del. to AEA D.A. from local association, State Offices: V.P. of AEA Dept. of CTA, Southern Section Rep. to Dept. of CT, Adv. Com. CTA, Treas. AEA (1957-58), V.P. AEA (1958-59). Committees: Retirement, TEPS, Special Dues, Leg.; National Activities: Mbr. Planning Com. SW Reg. Conf., Del. NEA Dept. of CT Conf., Del. to NEA Conventions, NEA Reg. Conf., Del. Leaders Conf.

Other Activities: Mbr. of Bd. of Directors of following civic groups: YWCA, Tucson Council of Civic Unity, Cerebral Palsy Foundation, Natl. Conf. of Christians & Jews, Pima Co. Council PTA, Pueblo Council PTA, Chrm. Ariz. Welfare Bd., Life Mbr. PTA.

Introducing Candidates for

AEA Executive

The candidates whose pictures appear filed information for publication at the 1957 Delegate Assembly.

For Vice-President



Warner Dixon
Prescott

Present School Position: Teacher (16 yrs.)

Other Positions: Des Plaines, Ill., (7 yrs.), Elmwood Park, Ill., (5 yrs.), West Northfield, (Cook Co.) Ill., (1 yr.), New Era, (Jackson Co.) Ill. (1 yr.)

AEA-NEA Member: 29 yrs.

Life Member: Yes.

Education: So. Ill. University, Carbondale, Ill., Ed. B., Northwestern University, M.S., Graduate courses at A.S.U., A.S.C.

Prof. Activities: Active in Prescott Educ. Assn. as member, Com. Chrm., Del., etc., (1943-1959). Active in the State Dept. of C.T., AEA Com. and Activities, (1950-1959). AEA Exec. Com., (1957-1959). Chrm. of AEA Ins. Com. (1958-59).

Other Activities: Local, State and National Education Association

For Treasurer



Ralph B. Dixon
Phoenix

Finance Committee

Information on this and the following pages have
concerned the resolution passed at the

For Vice-President



John F. McCauley
Avondale

Present School Position: Maricopa Co.
Accommodation Schls. (1 yr.)

Other Positions: Elem. Tchr., Avondale
Elem. Schs. (4 yrs.)

AEA NEA Member: 1 yr.

Life Member: No

Education: Idaho State College, Pocatello, Idaho—La Salle Extension Univ., Chicago, Ill.

Prof. Activities: Corres. Secy of Central Ariz. Chapter of International Council for Exceptional Children; Del. to AEA from Maricopa Co. Accommodation Schs. CTA; Mbr. of Leg. Com. of Maricopa Co. Accommodation Schs. CTA.

Other Activities: Mbr. of Charter Comm., City of Avondale; Area Chrm. for Cancer Drive, Avondale; Troop Committeeman for Troop 91, Boy Scouts of America; Cubmaster of Pack 91; Asst. Cubmaster of Boy Scouts of America; Committeeman for Westside Junior Police Boy's Club; Safety Supv. of Avondale Schs.

Present School Position: Tchr. of Science (Biology), PUHS (34)

Other Positions: Principal of H. S., Artesia, N. M. (1 yr.); Principal of H. S., Alexandria, Va. (1 yr.)

AEA-NEA Member: 34 yrs.

Life Member: Yes

Education: Univ. of Virginia, B.A.—Univ. of Arizona, M.A.

Prof. Activities: Pres. of PUHS CTA (1947-48); Chrm. or mbr. of CTA Salary, Pub. Rel., Tchr. Welfare & Tenure Coms. at various times; Del. to Salt River Valley CTA, treas. (1 yr.); Pres. of Coordinating Council (2 yrs.), an elected del. for many yrs.; Chrm. of Coordinating Council Pub. Rel. Com.; Chrm. of Nominations Com. of State CTA (1 yr.), mbr. another yr.; Del. to AEA Conv. 7 or 8 times; Mbr. of AEA Salary Com. (2 yrs.); Mbr. of AEA Retirement Com. (4 yrs.), chrm. (1 yr.); Chrm. of AEA Conv. Com.; Mbr. of AEA Elec. Com.; AEA del. to NEA Conv. (1953, 1955, 1956, 1957); Mbr. of TEPS Comm. at Miami Beach, (1953), at DeKalb, Ill., (1955), at Washington, D.C., (1957); participant by invitation at NEA Dept. of CT Conf. on merit rating, Nov., 1956; V.P. of State CTA; Pres. of State CTA; Mbr. of CTA Exec. Com. now as immediate Past Pres. of State CTA.

Other Activities: American Legion, Phi Delta Kappa, Masonic Lodge, 1st Presbyterian Church.

For Delegate at Large

Betty Lou Bartlett

Grand Canyon

Present School Position: Third year Grand Canyon Jr.-Sr. High School Teacher of General Science, Biology, and 7th and 8th grade health and spelling.

Other Positions: Sponsor of school yearbook, and 7th grade Head of Science Dept.

AEA-NEA Member: 3 yrs. (4 yrs. as a student member.)

Life Member: Yes.

Education: Arizona State College, Flagstaff, 1955 (B.S. in Ed.). Finished M.A. Deg. this past summer at A.S.C. in Flagstaff.

Professional Activities: President of Local Ed. Assn. (2 yrs.); Mbr. of spec. com. of Northern Arizona Science Tehrs. planning for annual science fair at Flagstaff; Mbr. Bd. of Directors, Flagstaff Community Concert Assn. (2 yrs.); Del. AEA D. A. (2 yrs.).

Other Activities: Pres. student NEA (then FTA) for two yrs. while a student at ASC, also helped with state organization of FTA. Alternate to Nat'l. FTA Ldrshp. Conf. in Washington, D. C.; Attended NEA Conv. in N. Y., (1954); Ranger-Naturalist with Nat'l. Park Serv. at Grand Canyon (1956-57); Mbr. of AAUW, No. Ariz. Society of Science and Art, Ariz. Academy of Science, American Museum of Natural History in N.Y., and other Conservation, Scientific, and Opera groups.

Editor's Note: A picture of Miss Bartlett was unavailable.



Ruth Foster

Yuma

Present School Position: Eng. tchr., Yuma Union H. S. (20 yrs.)

Other Positions: Rural sch. in Colo.; H. S., N. M.; Duncan Union H. S.

AEA-NEA Member: 25 yrs. or so.

Life Member: Yes.

Education: Colorado College of Education, Greeley, and Univ. of Arizona.

Prof. Activities: About every AEA Com.; twice AEA Del-at-Large; V.P. of Arizona Credit Union League; State Pres. of Arizona English Tehrs. Assoc.; Mbr. on some NEA coms.; Vice-chrm. of Tehrs. Retirement Board; State sponsor of FTA.

Other Activities: Chrm. of Status of Women Com. of AAUW (State); State Pres. of Delta Kappa Gamma; Editor of *Arizona Sahuaro*, Delta Kappa Gamma state publication; Mbr. of BPW, AAUW, Quechan Toastmistress Club and past local pres. of each; currently local chrm. of a com. from each club.



William F. Hendrix

Tucson

Present School Position: Teacher of vocational agriculture at Amphitheater High School (9 yrs.)

Arizona Teacher

Other Positions: Conservationist with Soil Conservation Service, U. S. Dept. of Agriculture; Tech. Supv. for Institutional On-the-Farm Training Program for veterans in southern and eastern Arizona.

AEA-NEA Member: 9 yrs.

Life Member: Yes.

Education: Arizona State University, Tempe, B.A. in Educ.; Grad. of University of Arizona, Tucson, B.S. in Agricultural Educ. and Master of Agricultural Educ. Degree.

Prof. Activities: Local: V.P. of Amphitheater CTA, 1952-53; Pres. Amphitheater CTA, 1953-54 and 1954-55; Mbr. of Amphitheater Salary Council, 1952-57; Chrm. of Amphitheater Salary Council, 1956-57; Parliamentarian of Amphitheater PTA, 1953-58; Parliamentarian of Pima Co. Council, PTA, 1954-55; Del. to Dept. of C.T. Assembly, 1952-55; Del. to AEA D. A. 1953-59; Chrm. of Leg. Com., Amphitheater CTA, 1957-59; Mbr. of Amphitheater Prof. Adv. Com.; Amphitheater Rep. to Pima Coordinating Council for Educ. Assns. State: Chrm. of Resolutions Com. of Dept. of C.T. Assembly, 1954; Chrm. of Resolutions Com. of 1955 AEA D. A.; Mbr. of AEA Leg. Com., 1957-59; So. Dist. Rep. of Dept. of C. T., 1954-56; Parliamentarian for Dept. of C.T. Assembly, 1959; Mbr. of various committees for Dept. of C. T.; Delegate-at-large of the AEA, 1956-58; Mbr. of various committees for AEA; Pres. of Ariz. Agricultural Teachers' Assn., 1952-53; Secretary of Arizona State Vocational Assn., 1955-56. National: Arizona Del. to NEA Rep. Assembly, 1957.

Other Activities: Organized and began the department of vocational agriculture at Amphitheater High School, Tucson, Arizona, in 1950; member and

officer of church; former member of Pima Co. Democratic Central Com. and Arizona State Democratic Central Com.; Mbr. of F. O. Holoway PTA.

Inez W. Johnson

Tucson



Present School Position: Teacher, Home-making and Guidance, Sunnyside High.

Other Positions: Upper grades (4-8), 4 yrs.; Wrightstown, Pima Co.

AEA-NEA Member: 17 Yrs.

Life Member: Yes.

Education: Univ. of Arizona, B. A. in Ed., M. E. in Ed., 1954. Currently working on Educ. Specialist Degree in guidance & counseling.

Prof. Activities: NEA Resolutions Com., 1953; NEA State Adv. to Educ. Policies Commission 3 yrs., 1956-1958; Past Pres. Sunnyside Ed. Assn.; TEPS Chrm. 1958-59; Mbr. Salary Com.; Past Pres., V.P. and Secretary of AEA Dept. of C. T., 1950-53; Secretary Pima Coordinating Council of Ed. Assns., 1958-59; FHA Advisor; FTA Sponsor; Del. to Arizona Council for Education, 1956-59; former member AEA TEPS Commission 1955-56; Recruitment Com. 1956-57; Mental Health, 1957-58; Mbr. State Curriculum Coordinating Com., 1954-56; Sunnyside Leg. Chrm. 1956-58; Sunnyside Salary Chrm. 3 yrs. and Mbr. 2 yrs.; Flagstaff Ldrshp. Conf.

Other Activities: Arizona State PTA Bd., 4 yrs.; Pres. Pima Co. PTA Council, 1956-57; Mbr. Bd. of Directors So.

Branch YMCA, 1957-59; State Recruitment Chrm., Delta Kappa Gamma, 1958-59; Mbr. Tucson Safety Commission 1957-59; former Bd. Director of Greater Tucson Safety Council; numerous offices and chairmanships in local PTA's, County Councils and State Assns.; Vice-Chairman of Citizens' Adv. Committee, Tucson Public Schools, for bond issue, 1956-57; Past Pres. Pi Lambda Theta, Women's Ed. Honorary, University of Arizona, 1956-58.



Gale Rodgers
Coolidge

Present School Position: H. S. Lehr. (4 yrs.)

Other Positions: Bay H. S., Bay, Ark. (5 yrs.); Leachville H. S., Leachville, Ark. (3 yrs.); Tech H. S., Paragould, Ark. (7 yrs.)

AEA-NEA Member: 4 yrs.—Ark. 15 yrs.

Life Member: No

Education: Arkansas State College, Jonesboro, Ark., B.S.E.; Peabody College, Nashville, Tenn., M.A.; Graduate work, Arizona State Univ.

Prof. Activities: Sec. of Coolidge CTA; V.P. Coolidge CTA; Pres. of Coolidge CTA (1958-59); Del. to AEA D.A. (1957, 58, 59); Del. to State CTA (1957, 58); Salary Com., Coolidge (3 yrs.); Leadership Conf. (1958); AEA Resolutions Com. (1958-59).

Other Activities: Lehr. Adult Sunday Sch. Class (9 yrs.); Active mbr. Masonic Order; Annual Boy Scouts' fund drive; Leg. Chrm. of PTSA.



Forest R. Martin
Winslow

Present School Position: High School teacher three years.

Other Positions: Exec. Secretary of the Arizona Interscholastic Press Assn.

AEA-NEA Member: 7 yrs.

Life Member: Yes (Since 1955)

Education: ASC at Flagstaff

Prof. Activities: Del. to AEA D. A., 1955; AEA Del. to NEA D. A., 1958; AEA Del. to National TEPS Conf. in Bowling Green, Ohio, 1958; Member of AEA TEPS Commission for two years (1956-57 and 57-58); AEA Del. to regional TEPS Conf. in Denver, Colorado, 1958; Winslow Del. to 1959 AEA D. A.; Treas. of Winslow CTA, 1958.

Other Activities: Member Winslow Junior Chamber of Commerce.



J. Anthony Serio
Holbrook

Present School Position: Librarian, teacher (2 yrs.)

Other Positions: Sixth grade teacher (3 yrs.) in Holbrook. Out of state: Girls coach (1 yr.), Sixth grade (4 yrs.), Elementary principal (1 yr.).

AEA-NEA Member: 5 Yrs.

Life Member: No.

Education: Henderson State Teachers

College, B.S.E.; Memphis State University, M. A.; work at Arizona State, Flagstaff; (degree in pro) work at George Peabody College for Teachers.

Prof. Activities; Local: Treas., one year; Pres., one year; Salary committee, four years; CTA-PTA Carnival Chrm., two years. State: State Salary Com., two years; State Ethics, one year; Ldrshp. Conf., one year; Del. to D. A., three years; Del. to State CTA Assembly, one year; State CTA Advisory Council, two years.

Other Activities: Lions Club, two years; BSA, Assistant District Commissioner, one year; Holbrook Public Library Planning Commission, one year plus until library opened; Bd. of Trustees of Holbrook Public Library, one year with two years to serve; Holbrook PTA; Holbrook's Civil Defense Planning Committee.

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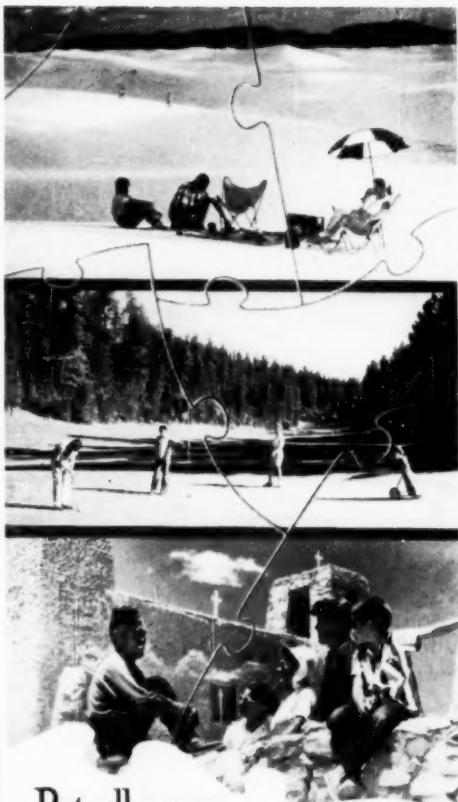
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AEA Committee Reports

By action of the Delegate Assembly, the AEA committees are requested to report the progress of their work to the membership through the medium of the Arizona Teacher. In some cases, due to the nature of its work a committee may be able to present only a progress report.

The committees have given hours of time and thought to their work and submit their findings and recommendations as a possible springboard for action in the Delegate Assembly.

Convention

The AEA Convention Committee has met and definitely approved the following program for the AEA Convention which, by action of the Executive Board, will be held in Tucson on November 6 and 7, 1959.

1. Many teachers have indicated a desire to have the convention held in as central a location as possible. For this reason, the committee has made arrangements with the administrators of the University of Arizona to have the U of A campus as the site of the 1959 convention.

2. Because no auditorium is adequate for the entire membership of the AEA to meet at one time, the convention will be divided into morning and afternoon sessions. The keynote speaker, Max Lerner, will deliver his speech in the morning and will repeat the same speech in the afternoon.

3. What would by previous pattern have been the afternoon session will also be given both morning and afternoon. This

Conrad Quenelle, Chairman

Gretchen Bock
Norma Harmon
Kathleen Sage
Pete Ciochetto
John Barringer

Leo C. Houghton
Carrol Rinehart
Helen McCartney
Don Fatica

part of the convention will be a program which will show the interrelationship at each grade level of the various subject matter fields.

4. Classroom teachers and administrators will have dinner meetings in the evening. In order to give these groups time for worthwhile programs and in order to avoid rushing to make an evening meeting these organizational dinners will be lengthened, and speakers will be secured for them. These meetings, together with free entertainment in the form of dancing, etc., sponsored by the Tucson Chamber of Commerce, will replace the traditional evening meeting.

5. An allied organization who desires to do so will hold meetings of whatever type they choose on Saturday mornings. This is the convention program as now envisioned by the members of the Convention Committee who have had some guidance from a joint meeting with the presidents of the allied organizations.

Defense Commission

Lafe Nelson, Chairman

Anita L. Barker
Charles Connelly
Richard G. Evans
Dr. Maurice S. Lewis
Eugene A. Marin

Martha Jane Oliver
Pauline Robertson
Sonoma Smith
William Taft

The Defense Commission of the Arizona Education Association reports no cases have come before it since the appointment of your present Defense Commission. (We have relied on the central office to notify us if and when we were needed.)

It is the feeling of the Defense Commission that the work of our Mr. Dix Price has paid enormously in improved under-

standing and working relationships in the various school districts of Arizona. This being true, the Defense Commission has been a standby group to be called in case of need.

It has been a great honor to serve on this commission. We are proud of a condition where no case has needed to be referred.

Editorial Board

Joe Smelser, Chairman

John C. Raymond
Orval Sams
Robert Cooley

In round numbers the cost of getting out the *Arizona Teacher* the past year was \$4,000. Subsidization by the Executive Committee amounted to \$2,800. Receipts from advertising was the other source of revenue. The *Newsletter* cost \$2,700 for the past year. The increased cost of printing and mailing out copies to an ever-increasing membership has, of course, meant increased expenses. This kind of difficulty is very common these days everywhere. More money is needed! Everywhere, always more money! We, the Board, feel sure that teachers everywhere understand this problem. It is a source of comfort to the Editorial Board because

we do want to feel like everyone else. It gives us a sense of security.

The Editorial Board, with the advice of the Editor and Advertising Manager, Nell Wilcoxen, recommends that the Executive Committee grant the raising of advertising rates to a point in line with rates charged by comparable magazines in other states. We further recommend that the dimensions of the *Arizona Teacher* be increased to 8½ x 11 inches to conform to the size of other such professional magazines. This change would solve the problem of altering the size of cuts furnished by national advertisers.

It would also save money. We feel that in making these recommendations our motives are at once the most common and the most pressing.

In conclusion, we are not recommending more variety in color on the front cover of the *Arizona Teacher* but we are beseeching anyone and everyone to ex-

plain how we can do this at little or no additional cost. Again, our problem is money.

Finally, the Editorial Board expresses its appreciation of the long hours of hard and tedious work devoted to the *Arizona Teacher* by our AEA Assistant Executive Secretary, Nell Wilcoxen.

Ethics

John M. Friday, Chairman

| | |
|------------------|---------------------|
| Mildred H. Baker | V'Esser McDonald |
| Josephine Bates | Conrad Naegle |
| C. A. Hall | Dr. Harold W. Smith |
| Mabel Inman | Helen V. Weitzel |

The Committee has met once so far this year, on October 11, 1958. The meeting was convened by the chairman at 10 a.m. It was agreed by the members present that special consideration this year should be given to the problem of non-members and their responsibility to the profession concerning ethical conduct. It was further agreed that every effort should be made to encourage new teachers to join, support, and actively engage in activities at the local and state level.

Time was devoted to the discussion of the questionnaire, "How Professional Am I?". Plans were discussed and preliminary consideration given to the creation of a series of articles to be published in "*Arizona Teacher*," with special emphasis on Item V—Teacher-Public Relationships, and Item VI—Teacher-Professional Relationships. Several members of the committee are at present engaged in preparation of the articles which should be ready for publication soon.

Services of the committee as a group, and its individual members, have been

offered to all local associations throughout the state. It is desirable that an Ethics Committee be organized in each local for the purpose of placing more attention on ethical conduct and the lifting of professional standards throughout the profession. The considered opinion of the committee is that all members of the profession—everyone engaged in the field of education—whether members of the AEA-NEA, or other organization, or even those without membership in any professional organization are bound by the very nature of the profession to observe certain moral and ethical standards.

Plans are being made for one or more members to meet with prospective teachers in all institutions engaged in the education and preparation of teachers. The chairman has been working closely with the Educational Clinics Committee of the Department of Classroom Teachers. The aim is to participate in the program of the Annual Spring Clinic at each of the state institutions: University of Arizona, Arizona State University, and Arizona State College. In addition, attempts

are being made to institute the same type of program on the campuses of Grand Canyon College, Phoenix College, and Eastern Arizona Junior College.

The committee has begun gathering materials and literature on the subject of ethics from various sources, primarily from each of the states which have adopted a code different from the NEA Code of Ethics. It is hoped this material may become the beginning of an information center or Ethics Library, to be available

for use in interpretation of our own Code.

The committee recommends that:

1. The services currently rendered by the committee be continued;
2. Increased efforts be made to establish strong ethics committees in every local association;
3. Further distribution of the printed copies of the Code of Ethics be continued;
4. Presentation of the Code of Ethics to all students preparing to enter the profession.

Federal Legislation

The National Education Association Legislation Commission has had a Regional Meeting and a National Meeting to discuss and to agree upon legislation to present to the 86th Congress 1st Session.

The Regional Meeting, at Denver, Nov. 20, 1958, was attended by Dix Price, the Executive Secretary of the AEA, and J. B. Sutton, chairman, Federal Legislation of the AEA.

Dr. J. L. McCaskill, Executive Secretary Legislative Commission, NEA, led the discussion on two proposed bills, the Udall and the new Murray-Metcalf. After consideration delegates representing eleven western states voted unanimously to approve the Murray-Metcalf Bill.

The National Meeting at Chicago, Dec. 12th and 13th, was attended by Dix Price and J. B. Sutton. A thorough study was made of the new Murray-Metcalf Bill by the delegates from forty-eight states. This group gave complete support to Murray-Metcalf Bill. This bill will correct and close the two major gaps which mar the

J. B. Sutton, Chairman

E. Almeda Rogers

Jack Belzner

Richard Nortman

Dr. Kenneth Dale

Jim Gibson

Allene McAllister

record of American Education; the classroom shortage and the teacher shortage.

Therefore, the delegates at the National Meeting urge the support of a large fund proposal of the Murray-Metcalf type be the major NEA legislative object until such legislation is enacted.

During the first year of operation the new Murray-Metcalf Bill calls for \$25 for each school-age child in the United States. This would mean an appropriation of \$1.1 billion during the first year. In succeeding years these amounts are scheduled to increase to \$50, \$75 and finally to \$100 for each child aged 5 to 17 inclusive.

To prevent Federal encroachment of controls the bill states in Section II:

"In the administration of this Act, no department, agency, officer, or employee of the United States shall exercise any direction, supervision, or control over policy determination, personnel, curriculum, program of instruction, or the administration of any school or school system."

Insurance

Warner Dixon, Chairman

Richard Amado
Velda Dale
Harold Elliott
Barnie B. Farr
Nicholas Paynovich
James Sanders
Harry O. Trygg

This year your Insurance Committee, composed of eight members, has given a great deal of time to the study of the insurance coverages available through AEA for the purpose of ascertaining whether or not those provided are the best which can be obtained for our membership.

This task has been time consuming and has taken a lot of study and consideration. We find that our job is not yet finished for the reason that proposals for several plans under consideration are to be presented before the end of this year for further study. We hope to be able to complete these studies before too long, and wish to report, however, that it was possible to activate the Major Medical plan which provides increased hospital and medical coverage. The Major Medical plan embraces a maternity benefit, as well as 80% of the member's or dependents' expenses up to \$5,000, after benefits are paid under the basic hospital and surgical plan and the member has spent \$100 for medical expenses for himself and/or his dependents.

During the policy year ending May 1, 1958, we collected \$170,684.55 in premiums and returned \$182,343.46 in claims payments to AEA members under the income protection, hospital and surgical program. After payments under our retention

agreement with the underwriters, this left a deficit of \$14,865.63. We now have 2400 members enrolled in the income protection and hospital and surgical portion of the program with some 912 members carrying insurance on their dependents.

Under the life insurance program 310 members participate in term life insurance covering 571 dependents, and 86 participate in group ordinary life insurance with 57 covering dependents. During 1957-58 we paid \$7,000 in death benefits out of a premium collection of \$7,401.84 on term life and \$4,870.76 on ordinary life insurance.

Many of our members participate in the on-the-job liability insurance and avail themselves of our sponsored automobile insurance.

Your chairman, together with several members of the Executive Committee, our Assistant Executive Secretary and Group Plan Office Manager, had the privilege of attending the NEA conference on insurance held during February in Washington, D. C. With the thought that we are building our insurance program to serve, it is our hope that some of the knowledge obtained there will enable us to provide an expanded and better service for our members.

Legislation —

A Progress Report

Edward Y. Palmer, Chairman
Vernon Hatcock, Consultant

Elbert Brooks
Wade Carpenter
Loren Curtis
William Hendrix
Harold L. Henson
Reah Belle Ritchie
Mary O'Brien
Wes A. Townsend

With the many publicity releases in the AEA Newsletter and special bulletins you have been kept pretty well informed as to the progress of our legislative program. We shall try to provide a brief summary.

The AEA legislative program is the product of cooperation among many AEA committees and organizations outside the profession who are closely associated with us in purpose. You gave a mandate to your Executive Committee at the last Delegate Assembly that "equalization legislation" should receive prime consideration. The Legislative Committee has been cognizant of this mandate in developing our program.

On June 14, the State School Board Association invited AEA and other groups interested in school legislation to a meeting to explore areas of cooperation. Out of this meeting the Arizona League for Public Schools was formed. ALPS, in addition to AEA and the State School Board Association, had representatives of PTA, School Administrators, County School Superintendents, State Department of Public Instruction, the Greater Phoenix School Board Association and later representatives of the Association

of School Business Officials, were accepted into the organization. This group is often referred to as the "family of education." After consideration of a number of areas of needed educational legislation, ALPS decided that the most pressing problem facing education is the equalization of educational opportunity for children throughout the state. After a review of the AEA's Minimum Essentials Bill it was decided that, with certain minor refinements, that ALPS would concentrate its efforts on the passage of this legislation before attempting to gain the passage of other needed educational laws. From the inception of ALPS, AEA has taken an active part in its proceedings and its promotional program. A number of AEA leaders in addition to Legislation and Executive Committee members have served on the ALPS speakers bureau, explaining the "Minimum Essentials Bill" to CTA, PTA, and other interested groups throughout the state. Two members of the Legislative Committee, Harold Henson and Elbert Brooks, along with our President, John Koerner, served as official AEA delegates to ALPS but most of the members of the Legislative and Executive Committees attended the meetings and took an active part in the deliberations.

With ALPS assuming primary responsibility for equalization legislation your Legislative Committee developed our own AEA Legislative Program. On the recommendation of the Textbook Committee, legislation was prepared to provide for purchase, by the local board of education, of elementary textbooks from a list of three or more books in each grade and subject. This is practically the same bill that was introduced but not acted upon by the last legislature. Dr. Jelinek and his committee have worked hard in providing a great deal of supporting evidence for this bill and in providing copies for the legislators. Mr. Jack Doyle, chairman of the School Lands Committee, recommended legislation which would retain full rights to sub-surface minerals when school land is sold. Mr. James Elliott, chairman of the Retirement Committee recommended legislation to restore prior service credit for teachers who lost this credit when we became a part of the state retirement system. The Legislative Committee recommended to the Executive

Committee that these three bills become the AEA Legislative Program for 1959, and the Executive Committee concurred in this recommendation.

At the time of the writing of this report the "Minimum Essentials Bill" has been introduced to both houses of the legislature, and the Multiple Adoption of Textbooks Bill, sponsored by Senators Richards and Spikes, has been passed by the Senate and sent to the House. The restoration of retirement benefits has been introduced in the House by Polly Rosenbaum who is actively working for its adoption. The Retention of Mineral Rights is prepared for introduction in the House by Representatives Grimes and Oatman.

Minimum Essentials is having rough sledding. In both the Senate and the House "compromises" have made equalization hardly recognizable. ALPS Steering Committee is working hard to try to salvage at least some of its features. By the time of the Delegate Assembly all of us will know the fate of our sincere efforts.

Mental Health

The primary aim this year was to develop an awareness among the members of the profession of the importance of

Esthermae Kleinman, Chairman

| | |
|----------------------|-------------------|
| Raymond C. Branson | Donna Olney |
| Melvin C. Greer, Jr. | Edward J. Stancik |
| Marjorie Gruber | Joe M. Young |

good mental health among students and teachers.

1. To get speakers for pre-school work-

Arizona Teacher

shops or teachers' institutes.

2. To become acquainted with and to work with the State Mental Health Association and local associations.

3. To disseminate among the teachers information about special education in Arizona—e.g., the work of the Coordinating Council for Exceptional Children, legislation for special education in Arizona.

4. To consider a long-range program for a mental health committee of the Arizona Education Association.

5. To get articles on mental health published in the *Arizona Teacher*.

6. To get an outstanding speaker on mental health for the 1959 State AEA Convention.

Follow-up

1. Teachers of at least 2 counties, Graham and Greenlee, heard at their institute a speaker on the subject of mental health.

2. Mrs. Faith North, State Executive Secretary of the Mental Health Association, met with the committee to discuss plans for the year. Letters were sent to each local mental health association asking for suggestions for our committee. Some pamphlets were distributed to the teachers by the local mental health associations. Information from the State Mental Health Association's Legislative Committee was distributed to the AEA Mental Health Committee.

3. Copies of proposed legislation for special education and accompanying fact sheets were sent out to legislative committees of Delta Kappa Gamma and the Arizona Education Association. At the December meeting of the Arizona Council for

Education it was suggested that this legislation be discussed at the next meeting of the Arizona Council.

4. A copy of an article on mental health from the Bulletin on School Health prepared by the State Department of Public Instruction and the State Health Department was sent to the AEA office for consideration for publication. A summary of Dr. Zimsky's remarks to a Tucson audience on the subject of facilities for disturbed children was requested for publication.

5. A letter suggesting a speaker for the 1959 AEA Convention has been sent to the AEA Executive Secretary and will be presented to the new Convention Committee.

Recommendations

1. That local associations be urged to appoint mental health committees.

2. That the majority of the 1959-60 mental health committee members be selected from the committee membership of 1957-58 and 1958-59.

3. That special attention be given to problems of the retiring teacher and of the beginning teacher.

4. That administrators and school board members be reminded or advised of ways they can help the mental health of teachers.

5. That local committees study the kinds of mental health problems in their schools and make plans for improvements and that the state committee be prepared to furnish a guide for this study.

6. That the AEA Mental Health Committee make definite plans to work with the State Mental Health Association.

Public Lands

Jack Doyle, Chairman

Ruth Adams

O. B. Joy

Ray E. Booth

Olas H. Lunt

Herbert H. Cooper

Thomas M. Robbins

Richard Evans

Lester A. Taylor

The Public Lands Committee has held three meetings this year. One meeting was held in the office of O. B. Lassen, State Land Commissioner, in order to obtain first hand information concerning the fact that State School Lands are being sold more rapidly than during the past several years. The Bill for Retention of Mineral Rights on all state land being sold was also discussed at this meeting. It was determined that Mr. Lassen did not agree with the Committee in regard to complete retention of mineral rights and that he is more willing than the Committee to sell State School Lands. The Committee was favorably impressed by the straightforward way in which Mr. Lassen answered questions and feels that he is both capable and sincere.

Your Land Committee also met with representatives of the Maricopa County Parks Board in regard to their bill

which would give them the right to take over certain state lands to be used as parks. The Committee is sympathetic with the purpose of the bill but is of the opinion that it should contain limitations as to the amount of land that may be removed from isolated areas for the use of parks. The land that would be most desirable for parks in many cases would also be the land that would bring in the greatest return to the permanent school fund if sold for home sites.

A meeting with Governor Fannin is planned in the near future to learn more of his attitude regarding the sale of State School Lands. The Committee also plans to meet with Mr. William R. Mathews, Editor of the Arizona Daily Star, Tucson, in the hope that he will lend his support to the proposed State School Land legislation.

Public Relations

Frank Gladen, Chairman

William E. Berry

Michael Mignella

Ruth Foster

Alfred V. Oldenburg, Jr.

Caroline Kirkpatrick

Charles Shorr

Harold J. Luck

The Public Relations Committee has defined its responsibilities to include two publics. One, the membership of the Arizona Education Association; and two, the general community.

In meeting its responsibility to the membership public, the committee has

sponsored the idea of presenting to the membership at large, a 16 mm color sound movie telling the story of the advantages of membership in the Arizona Education Association. The primary thought being that a professional teacher will be a good public relations agent for

his profession, himself, and the association.

Our excellent Executive Secretary, Mr. Dix Price, has been doing an exceptional

job with community public relations. He is improving the good name of the association and its membership. Mr. Price's activities have been an inspiring asset to this committee's objectives.

Retirement

Your AEA Retirement Committee held two meetings prior to the convening of the legislature. The committee was directed by the Delegate Assembly to have introduced a legislative proposal to double prior service pensions and the state's contribution to the Prior Service Fund.

After considerable discussion and investigation, the committee decided that the best procedure was to re-submit the bill introduced in the previous legislature, but which was not then acted upon by the legislature. This measure is identified as House Bill 39 and, as this report is written, was just reported out of the House Banking, Insurance and Corporations Committee with a "do pass" recommendation.

Two other legislative proposals were discussed and approved by this committee, but not sponsored by the AEA.

The first proposal was the "level rate of contribution," a bill which provides for the employer and the employee to continue paying the Social Security rate on all wages earned beyond \$4800, which is the maximum amount subject to Social Security contribution at the present time. The money received from this "level rate" would be deposited to the employer's and employee's accounts in the State Retire-

ment System and would become a part of your retirement fund. The result of this "level rate of contribution" would be to increase your retirement income when you have completed your years of service. This proposal is Senate Bill 64.

Senate Bill 65 would make it permissive for a member of the Retirement System to select the manner in which his estate will be dispensed to his beneficiary, provided his retirement account is not less than \$5,000. Senate Bill 65 has passed the Senate unanimously and has been assigned to the House Banking, Insurance and Corporations, State Government, and Judiciary Committees.

All three bills have been endorsed by the Board of Regents, the faculties of the Universities and the State College, the State Retirement System Board, the AEA Retirement Committee, and numerous state employees.

The committee is appreciative of the help and counsel given us by Dix Price, AEA Executive Secretary, and Wayne Gibson, Executive Secretary of the Retirement System. Both consultants have supported us with their presentation to legislative committees considering all three of these proposals.

Salary Professional Policies)

The Professional Policies Committee met in early September to discuss goals and policies for the current year. Questions and suggestions given at the August Leadership Conference at Flagstaff were considered and discussed. The committee went on record as approving the NEA and AEA salary schedule for the coming year. Suggestions and lists of material were sent to the local salary committee chairmen.

The chairman and the secretary of this committee were selected to attend the First Salary School of the NEA, in Washington, D. C. These two members came back after the salary school and made efforts to acquaint the committee with the highlights of this meeting.

The First State Salary School of the AEA was held in conjunction with the state legislative meeting in Phoenix at the HiWay House. This school had about one hundred participants, and we hope much valuable information was taken home by those who attended. It was at this time the name of the committee was

Frank Hayne, Chairman
Kenneth R. Beals, Secretary

George W. Biltz Henry B. Gray
Dorothy Brooksby Douglas Scott
James Brunstein John Zannis
Grace Carson

changed to Professional Policies Committee by AEA Executive Committee approval.

Throughout the year the services of the Professional Policies Committee have been available to all regional groups. At the time of this report only one region had availed itself of such service. This group was the Northern Arizona Teachers Association. This meeting was held at Winslow, on January 31, 1959.

The committee studied the new salary schedule bulletin of the Arizona Education Association for the current year. Copies of this report were distributed at the AEA Presidents Conference on January 10, 1959.

Several studies with regard to merit and special salary recognition were studied by the committee. At this time we find it not advisable to publicize to any extent the findings, conclusions, recommendations, and interpretations of these reports because of the indecisive nature of the conclusions reached.

State Textbook Adoptions

The Committee on State Textbook Adoptions of the Arizona Education Association has provided leadership in an extensive campaign for the passage of the pro-

Dr. James J. Jelinek, Chairman

Clyde Hewette
Evelyn McBride
J. Russell Peters
Fra Weinacker

posed bill on "the selection and purchase of textbooks for the common schools by school districts from multiple lists determined and authorized by the State Board

of Education." It has carried on conferences with legislators and lay and professional persons throughout the state. It has sent packets of information on state textbook adoptions to all the public schools of the State, to all the senators and representatives of the Arizona Legislature, and to all the seventy-one newspapers of Arizona that carry news on education. These packets contained an exact copy of the proposed bill, a summary of the highlights of the bill, tables of data comparing Arizona with other states, and analyses of the advantages of a state system of multiple textbook adoption as contrasted with the disadvantages of single textbook adoption now being used in Arizona.

Teacher Education and Professional Standards

and its Sub Committees

Senator A. R. Spikes of Cochise County, chairman of the Committee on Education, and Senator J. Morris Richards of Navajo County became co-sponsors of the textbook bill on January 27. The bill, Senate Bill 83, was approved by the Committee on Education of the Senate in its first meeting of the session on February 3. It was approved by the Committee of the Whole of the Senate on February 6, in exactly the same form in which it was submitted by the Arizona Education Association. The Committee on State Textbook Adoptions of the Arizona Education Association is now continuing its conferences with the members of the Committee on Education of the House and is hoping for the Committee's early approval of the bill.

Eileen L. Reilly, Chairman
Otto Shill, Consultant to Certification

Dr. Ben Gossick,
Commission Consultant
Dr. Millard Seeley,
Commission Consultant

| | |
|--------------------|----------------------|
| Norma Barney | Edward Lichtenberger |
| William E. Bartels | Dr. Ida Belle McGill |
| Dr. Roy Doyle | Elizabeth Muir |
| Paul Gillespie | Dr. William Podlich |
| Robert L. Groves | Florence Reynolds |
| Jean Hansen | Dr. Melvin Rhodes |
| Madeline Hubbard | |

As in past years, the Commission on Teacher Education and Professional Standards worked through four subcommittees. These were: Evaluation of teaching, Certification, the Five Year Program, and the combined student association subcommittee—the FTA-SNEA Advisory.

Six meetings have been held to date. Continued meetings may be held since, under the newly adopted *Principles, Purposes and Procedures*, the TEPS Commission is a continuing body.

The Commission dropped from its twenty-seven members to the designated fifteen members as set up in the newly adopted regulations. These members continue to represent most of the various interests of education throughout the State. Ex officio members of the AEA Executive Committee and the State Office of Certification gave excellent support and assistance to the Commission. Since they had shown much interest in the affairs of the TEPS Commission, both as partici-

pants at the Denver Regional Conference and at Bowling Green, Dr. Ben Gossick and Dr. Millard Seeley were invited to join the TEPS Commission as consultants.

Seven members from Arizona attended the Conference of the National Commission on Teacher Education and Professional Standards at Bowling Green, Ohio, last summer. Miss Jean Hansen, past chairman of TEPS and Miss Eileen Reilly,

present chairman represented our TEPS Commission.

Since at this writing, the Commission is still involved in carrying out the wishes of the Delegate Assembly regarding certification procedures and evaluation of teaching these reports will, of necessity, be merely progress reports rather than finished statements. We hope to have our reports more complete at the time of the Delegate Assembly.

Certification

Florence Reynolds, Chairman

Dr. Roy Doyle

Edgar Lichtenberger

Elizabeth Muir

Last year the Sub-Committee on Certification initiated a study of the number of requests approved by the State Board of Education for special certification consideration. A tabulation of these "sub-standard certificates" including such relevant information as reason for request, size of the employing district, remoteness of the area, salary, etc. was made.

After examining State Board minutes, the 1958-59 sub-committee found a marked increase not only in the requests for special certification consideration but also in approvals during recent months. Consequently a letter has been directed to the members of the State Board calling to their attention that records indicate that "sixty-three requests for certification have been approved through special consideration since June 9, 1958 . . . in sharp contrast to practices during the period April, 1953-1956 when only thirteen such cases were approved."

Since the sub-committee also noted that most of this increase has come since the

formation of an Interim Committee to make recommendations to the State Board on these matters, the Commission recommends that "Although we can see a valid need for an Interim Committee to screen requests involving certification, we feel that these matters are of serious enough consequences to merit critical consideration by the full Board."

This year the TEPS Commission has approved a plan for continuing study of all cases in which teaching certificates are granted as a result of special consideration by the State Board of Education. The following information concerning each case will be recorded annually in Commission files: the specific deficiencies, place of employment, nature of instruction, salary received and tax rate of the district. Also maintained will be separate inactive files of certificates which expire because deficiencies are not removed or because qualifications for a regular certificate are met. When this year's study is completed, a report of the findings will be presented to the State Board of Education. Later copies will be distributed to presidents of local associations and administrators.

The sub-committee has also been concerned with such other certification matters as the recent opinion of the Maricopa

County Attorney that payment of a substitute teacher after ninety teaching days can be made as long as the certificate has not been revoked by the State Board of Education. The Commission is now awaiting word from the State Board in reply to an inquiry regarding the possibility of a change in certification regulations causing this certificate to expire at the end of ninety teaching days or establishing adequate procedure so that a check of the number of teaching days of a substitute may be maintained and the State Board informed so that the certificate may be revoked at the end of ninety teaching days.

The sub-committee wishes to express appreciation to the office of the State Superintendent of Public Instruction for its cooperation in obtaining data for this continuing study of requests for special certification consideration.

Evaluation

Madeline Hubbard, Chairman

Dr. Ida Belle McGill

Robert Groves

Dr. William Podlich, Jr.

The committee is continuing the study which was begun last year. Letters have been sent to the eight superintendents who indicated that they had merit rating systems operating in their schools. The letters ask for interviews to discuss the systems. These discussions will be carried on by mean of structured questionnaires.

Teachers in these schools will be contacted also. Of course, neither schools nor individuals will be identified by name.

The facts and opinions thus obtained will be compiled and should be useful to other schools contemplating the adoption of merit rating systems.

Fifth-Year Program

Jean Hansen, Chairman

Paul Gillespie

Norma Barney

Dr. J. Melvin Rhodes

During 1957-58 the TEPS Sub-Committee on the Five-year Program of Teacher Education set up a series of guideposts which it considered basic to any consideration of a change of requirements. These guideposts were presented to the State Board of Education with the request that they be referred to the Advisory Council for immediate study. No formal reply has been received.

As a guide toward more specific planning and study, the committee felt that it would be helpful to survey teachers' reactions to their own professional education. Accordingly, at the 1959 Presidents Conference all local presidents were asked to conduct brainstorming sessions in their own organizations. These sessions were to be planned in such a way as to obtain free and unedited responses to the following question:

"If you had the opportunity to begin your college education again—knowing what you know now—and with complete freedom to choose your courses, without regard to degree and certification requirements, what courses would you be sure to include?"

The number of the responses and the obvious sincerity and thoughtfulness with which they were prepared, indicated to the committee that teachers feel strongly about their education and want very much to have the opportunity to help make it a more effective program of professional training. As this report is written not all responses have come in, and the tabulation was only begun. However, a brief perusal

of the material seemed to reveal serious concern in several areas:

1. More opportunities for laboratory experiences with children prior to student teaching.
2. Lengthier student teaching experience.
3. More child development courses.
4. Stronger background in content courses.
5. Practical application of educational theory.
6. Opportunity for more work which would strengthen the cultural background of the teacher.
7. Foreign languages.
8. Opportunity for courses which would *truly* fit the needs of each individual teacher.

Of course, this survey reveals opinions in a less-than-scientific way, for there is no consideration of the proportion of responses to non-responses, nor of the proportionate emphasis on any one item. Therefore, the committee plans to use the tabulated results of this survey as a guide in preparing a questionnaire which will be aimed toward gaining more specific information concerning teacher education needs. This should lead into definite study of the specifics of a teacher education program.

At the 1958 meeting of the AEA Delegate Assembly, a resolution was proposed which recommended to the State Board of Education the reappraisal of requirements for the elementary certificate to the end that every elementary teacher have a major in a subject matter field. The resolution was amended for referral to the TEPS Commission, and passed. Such a study is implicit in the consideration of the five-year program, but since the current survey is not completed, and will of necessity need to be followed by further

study of the total teacher education program as well as the accompanying certification requirements, no definite report will be possible this year.

As this study has developed, the committee has had as consultants Dr. Millard Seeley of the University of Arizona Chemistry Department, and Dr. Ben Gossick of the Arizona State University Physics Department, both of whom participated in the 1958 TEPS Conference in Bowling Green, and who have expressed much interest in TEPS objectives. Dr. Guy D. McGrath, Dean of the College of Education at ASU, has also been available as a consultant. The committee is very grateful to these persons for their fine help, and also to George Rathjen of the AEA staff, who has tabulated the survey.

FTA-Student NEA Advisory

Miriam A. Geyer, Chairman
Dr. William Podlich, Jr.
William Bartels

The AEA through its FTA-Student NEA Advisory Sub-Committee of the Commission on Teacher Education and Professional Standards is responsible for directing and supervising the Future Teacher of America clubs in the state and the Arizona Student Education Association. We recognize that the inculcation of professional standards and leadership begins in FTA and Student NEA and that these organizations are an inherent part of the growth of such standards. Therefore, the sub-committee has concerned itself with study of the possible ways to improve the program, status and prestige of the FTA clubs and Student NEA in Arizona, and investigation is proceeding along three lines:

1. Increased responsible adult leadership,
2. An acceptable plan for token payment and awards to be given for services of FTA members serving as teacher-helpers, and
3. Financial support not only from education associations but also from community, business and service clubs.

Last year, in order to strengthen the program of FTA and Student NEA, the FTA Advisory Committee made six recommendations, several of which have been accomplished and which we recommend as continuing practices:

1. The FTA Advisory Committee was made the Student NEA-FTA Advisory Sub-Committee of the AEA Commission on Teacher Education and Professional Standards. We recommend that this pattern of organization be continued.
2. Financial support has been given by the AEA to send an FTA delegate and a Student NEA delegate to the national conventions, for transportation to Executive Committee meetings, for professional literature and for transportation of speakers for the state conventions. Continued financial assistance from the AEA is needed.
3. Since the National Convention for FTA clubs has been discontinued, it is recommended that two delegates be sent to the National Convention of the Student NEA in 1959.
4. It was suggested that provision be made for at least one meeting of the local FTA sponsors with the State Advisory Sub-Committee. Implementation of such a meeting during the 1959 AEA Convention is in progress, and there will be a meeting of FTA sponsors during the Convention of the Arizona Association of Future Teachers of America Clubs, March 20-21, 1959.

Recommendations

In order to provide a more effective program in FTA and Student NEA, the following recommendations are presented:

1. Assistance and support should be given the sponsors of the individual FTA clubs and Student NEA chapters as well as assistance in providing the best possible student leadership. One way to help in accomplishing this aim would be to have the sponsors and the state officers of FTA and Student NEA attend the annual Leadership Conference or some other schooling session. It is urged that the AEA Executive Committee take action on this matter.
2. To further our goals through the FTA and Student NEA organizations in Arizona, we greatly need increased staff aid in the AEA office. The Student NEA-FTA Advisory Sub-Committee has circulated this idea listing some of the activities of a staff worker in a letter-opinionnaire to presidents of local education associations and to sponsors of FTA clubs and Student NEA chapters. In order to fulfill the duties needed probably one-half of the time of one staff worker would be required. A staff worker would provide for the request made last year by the FTA Advisory Committee for field service of the professional staff to the FTA clubs and Student NEA chapters. We have submitted the request for staff assistance to the AEA Executive Committee.



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Secretary's Report (from page 21)

groups, state and local committees, as well as individual members have received materials and information assisting them in salary schedule or other matters. The Research publication, "Arizona Salary Schedules with Supplemental Information, 1958-59," has been distributed to local salary chairmen, local presidents, principals, superintendents, school board presidents, and other educators throughout the state and nation. Questionnaires, information requests, consultant and other services are some of the ways in which research plays its role in assisting the membership.

Eileen Youtz, Membership Secretary:

Each year seems to be an outstanding year for membership because we achieve our membership goals. But this year STANDS OUT—we set our goal for \$3500 for 1958-59 and have reached the highest peak in the AEA history—our membership now stands at 9063!

Congratulations to all AEA members for their foresight in making big plans and setting their sights toward the top goal—and succeeding. Your professional integrity has played an important part in the advancement of educational opportunity for the children of this state and the general welfare of the teaching profession.

Lillian P. Dezzany, Coordinator:

AEA Headquarters activities are ever increasing with the expanding program. Through ALPS, education associations combined forces and set up a speakers bureau to urge the Minimum Essentials Program. Practically all appointments for ALPS speakers were made through your AEA Headquarters. This included scheduling some 85 meetings with speakers, slides and charts. Supporting statistics prepared by the AEA Research Assistant

were duplicated for distribution, sometimes running into thousands.

Our AEA calendar shows some 75 committee and other meetings have been held during the year thus far. Most of these were scheduled on Saturdays. There were times when nine meetings were held on one Saturday (with 50 or 60 people meeting at one time, we are bulging at the seams).



Mailings have greatly increased to fulfill the requirements of the committees and the legislative program. Extensive mailings were made to administrators, local presidents, newspapers, radio and TV stations, PTA, legislators and lay people.

Conclusion

Thus, your professional association grows and struggles with its problems. Although, there have been troubled areas in some newspaper reaction and a few stirs from the chronic critics of public education, we are holding our own. Extensive activity amid AEA Committees is gratifying. TEPS has been vigilant in certification and teacher education matters. Our Professional Policies Committee has aided the locals in salary improvement matters. The Public Relations Committee has produced several creative projects, which if we can finance them, could well serve the cause. All Committees and Commissions have been active—except, the Defense Commission. With our victory in the Marana cases affirmed by the Supreme Court in its decision in December, all has been quiet on the Defense

Turn to page 54



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The Second Mile (from page 17)

logic may be applied to any area: workman, scholar, businessman, or professional. The real leaders and dependable teachers are not those who do no more than their share, but those who are willing to pass into that second mile of unselfish, extraordinary service. One must not only be willing to accept the burden of responsibility to the law, or fulfilling the terms of a contract; they must also voluntarily assume the added burdens of responsibility of ethical conduct and service to the whole profession.

Professional Teacher

The difference between the truly professional teacher and those who work only at a "job" is that between merely doing duty and doing service. Doing duty is the first mile, usually trodden under some external compulsion, such as social custom, standing, or expediency, fear of disapproval or punishment, making a living, maintaining a reputation. Doing service is the second mile, always traveled voluntarily, from inward and unselfish motives, such as gratitude to God or man, pity for humanity, devotion to someone else's welfare, love for the work; that stops not at injury by others, sacrifice or pleasure, comfort and even life, in the interest of bringing children and youth to better living and nobler life, and especially to the knowledge and acceptance of their own potential. It is the distinction between commonplace, average, easy-going mediocrity in which self is the essential and the profession is the incidental. It all depends on our point of view and motive in life. The self motive or the professional motive. This is an invitation to the larger life—to walk the second mile.

AEA Constitution Revision

The Constitution Revision Committee has held a number of meetings this year. After a careful study of the AEA Constitution it has suggested revisions which in the Committee's opinion are essential in order to meet the requirements of the procedures and sound business practices necessitated by the rapid growth of the Association.

James Stephenson, Chr.
Madeline Hubbard
Francis Feeney
Joseph L. McKinney
Thomas P. Tammen

Copies of the Proposed Revised Constitution have been presented to the Executive Committee for its study and to the participants at the Presidents Conference for consideration by the local associations.

Each delegate will receive a copy of the Proposed Revisions to the AEA Constitution prior to the AEA Delegate Assembly on April 10 and 11.

Resolutions (from page 25)

legislative information refers to an interpretation of the bills with information as to cost, source of finance, if known, and people affected.

Effect of passage: (In your opinion) Such information would enable all members to answer intelligently the inquiries of others of our membership or lay people.

Effect of non-passage: (In your opinion) Loss of valuable information and perhaps influential information.

Cost: (If any) Not necessarily any cost attached.

Resolution Submitted by: Roosevelt Classroom Teachers Association.

RESOLUTION: Be it resolved that if the 24th Session of the Arizona State Legislature passes a 50% increase in the Arizona sales tax and does not apportion all of the revenue from this tax to the public elementary and secondary schools of the state, that the Executive Committee of the AEA be instructed to initiate measures to refer to the people of the state the

proposition of distributing all of the said revenue from the 50% increase of sales tax to the elementary and secondary schools of the state.

Be it further resolved that said money be distributed in accordance with the provisions of the Minimum Essentials Bill as introduced in the 24th legislature of Arizona in 1959.

Effect of Passage: (In your opinion) It would provide the schools with more monetary support from the state and thus help alleviate the existing conditions of oppressive tax burdens on the property owners in school districts.

Effect of Non-passage: (In your opinion) The schools of the state are going to be credited for having brought about the increase in sales tax. Therefore if they are to receive the blame for the increase they should be entitled to all the monies therefrom.

Cost: (if any) Estimate to be determined later.

Resolution submitted by: Douglas Education Association.

Secretary's Report (from page 51)

Commission front. (It would be ideal to perfect understandings between teacher and Boards to the extent that we no longer needed a Defense Commission.) Excellent 1958 statewide meetings have fostered greater association interest. We still feel the momentum of our outstanding Flag staff Leaders Conference last summer. Added to this, the Legislative, Salary and Presidents Conferences have produced good AEA-local association activity. May all this merely be a prologue—the beginning of good progress ahead for our schools, teachers, administrators and School Boards alike.

CALENDAR

March 13-14—Arizona Home Economics Assn., Spring Meeting, Memorial Union, Tempe

March 23-26—American Personnel and Guidance Convention, Cleveland

March 29-April 3—ACEI Study Conference, St. Louis, Mo.

April—Teaching Career Month

April 10-11—AEA Delegate Assembly

April 12-18—National Library Week

June 23-26—14th Annual TEPS Conference, Lawrence, Kansas

June 28-July 3—NEA Convention, St. Louis

July 5-17—Classroom Teachers National Conference, Normal, Ill.

August—AEA Leaders Conference

November 6-7—AEA Statewide Convention, Tucson

November 8-14—American Education Week

Look - Hear - Now

by Dorothea Pellett, Consultant
Audio-Visual Department
Topeka, Kansas, Public Schools

For this Easter, and for later social studies in elementary grades especially, we recommend these two new colored film strips from Society for Visual Education, 1345 Diversey Parkway, Chicago 14: "Easter Around the World" and "How We Got Our Easter Customs".

"Helpers in Our Community" (11 min. color or b/w, Coronet Films, Coronet Building, Chicago 1) begins with workers the children see—policeman, bus driver, postman, street maintenance man, physician, grocer—and goes to those not so often met but whose work helps every one—the people who provide the telephone service and get out the newspapers, for example. Interdependence and responsibility are made specific.

"Our Family Works Together" (11 min. color or b/w, Coronet) shows a family's special adjustment because father works at night and sleeps by day, and brings to sharp focus the responsibility and concern for every member. The film shows other families' patterns of living, differing with circumstances but having the same need for the value of sharing and working together.

"The Truck Driver" (15 min. color or b/w, Encyclopaedia Britannica Films, 1150 Wilmette St., Wilmette, Ill.) is filmed on an inter-city trip from Chicago to Sandusky, the story shows the care and safety measures Tom, the driver, constantly observes.

"Behind the Scenes at the Supermarket" (11 min. color or b/w, Film Associates, 10521 Santa Monica Blvd., Los Angeles 25) pictures the care and planning that bring us fresh attractive food.

Turn to page 56

Arizona Teacher

YOURS for the asking

It's later than you think. Right now is the time to check over the items in this column. Indicate on the coupon which you can use and your requests will be forwarded to the advertisers promptly. Please be sure to fill in your address completely and without abbreviations.

105. *Arts and Crafts of New Mexico Indians*. A three-fold 17x22 sheet in full color. It shows examples of Indian water colors and various Indian crafts such as jewelry, pottery and blankets. (New Mexico State Tourists Bureau)

107. *Alaska*. A new teaching unit on our 49th state; for use in intermediate grades. Suggests a variety of ways to study Alaska — includes 34 activities which take into account children's varying interests and abilities; an outline of major topics; basic understandings; suggested approach activities; list of teaching resources. (Compton's Pictured Encyclopedia)

112. *Oil Pictures*, a 25-page booklet illustrating with pictures, maps and charts the wide sweep of the oil industry. Available to teachers, and in limited quantity for student use. (Standard Oil of California)

5. *Facts about writing short paragraphs for profit*. Benson Barrett)

6. *What Every Writer Should Know*. A 24-page manual of helpful hints, do's and don'ts for writers. It answers question on how to prepare a manuscript, how to submit it to a publisher and points out the benefits and pitfalls that face writers. (Exposition Press)

27. *Posture Posters* set of 5—designed for use in the classroom to illustrate the principles of healthful posture. (American Seating Company)

79. *Bulletin* giving preliminary plans for courses to be offered in the 1959 Sum-

mer Session of the University of Southern California.

86. *Military Guidance in Secondary Schools*. Written especially for the use of principals, guidance counselors and teachers. A source book of ideas and suggestions which will assist in tailor-making the military guidance program in the light of students' needs and local resources. Also included will be a copy of a booklet for students, entitled "The Secret of Getting Ahead" and another for parents, entitled "What Are Your Son's Chances of Making Good?" (Department of the Army)

90. *Webster Number Line*—A special teaching device which can be used by teachers to clearly show pupils all the basic arithmetic steps: addition, subtraction, multiplication, and division. It is designed to be tacked or taped above the chalkboard and is a perfect device for helping teachers lead boys and girls to see that arithmetic has meaning and is actually challenging and enjoyable. (Webster Publishing Company)

122. *The Facts About School Furniture Today*. A 16-page booklet of enlightening illustrated discussion of the importance of classroom seating as it relates to teaching, learning and other activities. (American Seating Company)

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Look-Hear-Now (from page 54)

"A day With Fireman Bill" and "Police-man Walt Learns His Job" (each 11 min. color or b/w, Film Associates) and "My Pop's a Lineman" (16 min. color, International Film Bureau, 57 E. Jackson Blvd., Chicago 4) give behind-the-scenes stories, personalizing the constructive protective work of these guardians of community services.

"The Miller Grinds Wheat" and "Grandmother Makes Bread" (each 11 min. color or b/w, Bailey Films, 6509 De Longpre Ave., Hollywood 28) use old-fashioned simple methods to give the structure of more complicated modern processes, as well as adding the time-dimension to understandings.

"Mining" (20 min. b/w, United World Films, 1445 Park Ave., New York 29) one of the "Way We Live" series shows people and places over the world to suggest the vastness of this basic industry.

"Germany: A Family of the Industrial Ruhr" (16 min. b/w, McGraw-Hill Films, 330 W. St., New York 36), shows patterns of family life in another country than our own. Photographed very recently in Germany, the old architecture and customs contrast with the busy bigness of the steelworks.

"Our World" (18 min. color, International Film Bureau, 57 E. Jackson Blvd., Chicago 4) stimulates your group to follow the filmed process by which students make a globe, using the "known-to-unknown" learning sequence.

Delegates (from page 27)

Pinal (cont'd)

Rodgers, Fay (Mrs.)
Sams, Orval
Sone, C. L.
West, Clara B. (Mrs.)
White, Essie

Santa Cruz County

Bellman, Lon M.
Carpenter, Wade
Ledford, Grace (Mrs.)

Yavapai County

Bartimus, Charles
Bender, C. J.
Cantrell, Thomas W.
Childress, Lenora (Miss)
DeBruin, Hendrik C.
Fetterhoff, Willard
Freeman, Gleston
Hopper, Wayne
Roach, Lela (Miss)
Robertson, Pauline (Miss)
Stephenson, James

Yuma County

Amabisca, Bill
Beaman, Mary (Miss)
Biltz, George

Yuma (cont'd)

Burns, Betty (Miss)
Connelly, Charles
Dingess, Estelle (Mrs.)
Drake, Nellie (Mrs.)
Elliott, Harold
English, Daisy (Mrs.)
Field, Cynthia (Miss)
Gilmore, Helen (Miss)
Hyman, Helen (Mrs.)
Manes, Bill
Miller, Alice (Mrs.)
Stahl, Malcolm
Weber, Lorriane (Miss)

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Peterson, Don L., Cochise
Dixon, Warner, Yavapai
Foster, Miss Ruth, Yuma

State Superintendent

Dick, W. W. (Skipper)

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Hamblin, Roland S., Apache
Goren, Patricia, Cochise
Best, Bessie Kidd, Coconino
Lorenson, Guy H., Graham
Kleinman, Esthermae,
Greenlee
Hulet, Bernice, Mohave
Porter, Margaret, Navajo
Reese, Florence, Pima
O'Brien, Mary, Pinal
Everhart, Cora, Santa Cruz
Folsom, Sarah, Yavapai
Ham, Gwyneth, Yuma

As this issue of the ARIZONA TEACHER goes to press, there are several delegates who have outstanding membership pledges. No doubt by the time the magazine reaches you the pledges will have been paid since no delegate may serve unless his dues are paid in full.

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John R. Salter

LANGUAGE ARTS WORKSHOP

June 15 to June 26
Wilbert Klamm
Palo Alto, Calif.

TECHNIQUES & GROUP LEADERSHIP

June 22 to July 3
Margaret Pipes

WRITERS' WORKSHOP & CONFERENCE (9th Annual)

June 22 to July 3
Weldon F. & Phyllis Head

MATERIALS & TECHNIQUES for TEACHERS of INDIAN CHILDREN

June 23 to July 10
Dr. Orpha McHerson

WRITING & ORGANIZING MATERIALS for the CLASSROOM

June 29 to July 10
Dr. Carroll Lane Fenton

LANGUAGE ARTS UNIT CONSTRUCTION

July 13 to July 24
Dr. Virginia Alwin

PHOTOGRAPHY & the SCHOOL

July 13 to July 24
Melvin Hutchinson

First 5-Week Term
June 8 - July 10

Second 5-Week Term
July 13 - Aug. 14

WORKSHOP in EDUCATION of EXCEPTIONAL CHILDREN with CLINIC & SEMINAR

July 13 to August 14

WORKSHOP in ARITHMETIC

July 20 to July 31
Dr. Richard Madden,
San Diego State College, &
Dr. Richard Lloyd

DEVELOPMENTS in FAMILY RELATIONS WORKSHOP

August 3 to August 14
Margaret Pipes

WORKSHOP in MUSIC for CLASSROOM TEACHERS

August 3 to August 14
Ardith Shelley, Phoenix

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Kenneth Denfield

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